

Pupil Premium strategy statement – Drayton Parslow Village School (2025-2026)

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School Name	Drayton Parslow Village School
Number of pupils in school	39 Pupils
Proportion (%) of pupil premium eligible pupils	7 Pupils (18%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 2025/2026 2026/2027
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	David May – Executive Headteacher
Pupil premium lead	David May – Executive Headteacher
Governor / Trustee lead	Alison Terry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5260 (2 Previously CLA - £2,630 per child) £6060 (4 Pupil Premium - £1,515 per child) £350 (1 Service Child - £350 per child)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£11,670

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by the Education Endowment Fund (EEF) or other suitable research should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children include weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues and that they may have less support at home, . There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority groups or individuals.

Achieving these objectives:

The range of provision the Governors consider making for this group include and may be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress

- To allocate a 'Catch Up' Enhanced Teaching Assistant providing small group work focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- External private assessment where evidence suggests barriers to learning are not being effectively redressed
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support, as required. 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 disadvantage 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.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

Challenges

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

Challenge number	Detail of challenge
1	To ensure our pedagogical approach is used to improve pupil outcomes, tailored to the individual needs of all learners, and is aligned to recommendations provided by outside professionals.
2	To ensure diagnostic assessments are used to identify gaps in knowledge and understanding and ensure learning provision and adaptations made are appropriate to individual needs based on these findings. AFL techniques are used to address misconceptions and ensure teaching promotes long-term retention.
3	Our assessments and observations indicate the attainment and social skills of many of our disadvantaged pupils in have been impacted by previous partial school closures. This is to a greater extent than for other pupils. These findings are supported by national studies by the NFER: Impact of school closures in Key Stage 1 on attainment and social skills of pupils in Year 4 and Year 5 in academic year 2023/2024. https://cstuk.us14.list-manage.com/track/click?u=b9322056666fb848ea7345edb&id=19dcb9bd8b&e=fe34a34f15
4	Ensure interventions are in place to support the underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils from Reception through to KS2.
5	Provide additional SEMH support for groups and individual children who have been impacted by a rise in challenges experienced at home because of economic challenges and temporary accommodation. This has also been evidenced within school data. A significant proportion of our disadvantaged children have experienced Adverse Childhood Experiences (ACEs) such as bereavement or family breakdown, exacerbating the effects of other barriers to learning.
6	Attendance and Punctuality issues - To improve attendance of disadvantaged pupils to be at 95% with last year's being at 93.39% (2024/2025). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress
7	Addressing cultural deficit through a well-planned curriculum and extracurricular activities

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.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny, individual care plans and ongoing formative assessment.
2. Improved ARE and Greater Depth reading, writing and maths attainment for disadvantaged pupils at the end of KS1 and KS2.	KS1 greater depth reading, writing and maths outcomes in 2025/26 are at least in line with national average and are broadly in line with non-disadvantaged pupils. Pupils to achieve expedited progress in Reading, Writing and Maths to diminish the difference with the ultimate aim of achieving at least ARE.
3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • Pupil voice groups • Pupil surveys • Increased number of children attending extra-curricular clubs • Impact for children supported through Pastoral Mentor (Mrs Temple) Support sessions.

4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improve persistent absentees' attendance to be in line with pre-covid national (16.1%). Attendance will be at least 95% to maintain level above persistent absence.
5. Improved learning behaviours: resilience, perseverance via metacognition.	Evidence of positive self-esteem in relation to learning and determination to persevere in the face of challenges
6. To support the well-being of disadvantaged children, in order to improve outcomes.	To enable identified children to make accelerated progress in relation to their starting point, thus closing the gap.

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: **£5,000 including CPD, release time, resources**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to continue to receive CPD and become pedagogical experts to ensure the quality of education is consistently good across all year groups.	CPD for staff is pivotal in ensuring whole school improvement. Delivery of CPD, linked to the EEF Effective Professional Development (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1
Further planned opportunities for staff to observe effective teaching strategies which includes questioning and feedback, direct instruction and promotion of independent learning techniques.	There is strong evidence which highlights the impact on pupil progress linked to marking and feedback and planning which meets the needs of individuals. Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1,2,4
Further embed a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to continue to secure stronger phonics teaching for all pupils.	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: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	1,2,4
Reading will continue to be a key priority for 2025-2026 to embed the work from the School Improvement plan 2024-2025. • Accelerated Reader to be reviewed and reinvigorated across Key Stage 2 • Whole Class Guided Reading approach to be further enhanced	See Improving Literacy in Key Stage 2: Recommendation 2 and 3. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks2	1

and embed across KS2 to enable effective delivery of high quality whole class shared reading sessions and feedback to improve learning. • Particular focus on small group children in receipt of pupil premium funding not making progress in reading.		
Nuffield Early Language Intervention (NELI)	Participation in EEF training and delivery “Oral language is crucial for social interaction and for learning in the classroom; it also provides the foundation for reading comprehension. It follows that children with language difficulties are at high risk of educational failure. Recently, a number of studies have demonstrated that it is possible to produce small but significant improvements in children’s oral language through targeted language interventions and, furthermore, that studies with high-quality implementation show larger effects. There is also evidence that effects of language intervention can generalize to produce improvements in reading comprehension.” (Hulme et al, 2020) The independent evaluation of NELI in 193 schools found positive impacts on children’s language, equivalent to about +3 months of additional progress for children receiving the 20- week intervention in Reception.	1,2
Using a systematic approach that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence Training staff to ensure they have the necessary linguistic knowledge and understanding Carefully monitoring progress to ensure that phonics programmes are responsive and provide extra support where necessary Phonics training sessions and reading sessions for parents.	EEF +4 months (group) Evidence rating: Very high, based on 121 studies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.	1,2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. 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)	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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/earlymaths	3
Enhancement of our maths teaching and curriculum planning in Pre-School and EYFS in line with DfE and EEF guidance. Through participation release time	Research suggests that high-quality early numeracy education in the early years can have long-lasting effects which may help close the gap in achievement throughout life. This project was co-funded by the EEF and the Department for Education as part of our Early Years professional development funding round, in which maths continuing	3

to embed key elements of guidance from EEF Reception Jigsaw White Rose Maths Train using resources and CPD (including Teaching for Mastery training).	professional development was identified as a priority, as it is an area in which less evidence has been generated to date. EEF evidence suggests that successful implementation of the Jigsaw programme will run over a whole year, or the majority of the year. Each practitioner will engage in at least 20 hours of training in total. Those 20 hours might include a whole-staff session, self-study and online learning, discussion, mentoring or coaching, and peer support. There isn't any evidence that sending staff to one-off training events and asking them to share their learning with the wider team is effective in improving quality. Reception Jigsaw - trial EEF	
Writing will continue to be a key priority for 2025-2026 to embed the work from the School Improvement plan 2024-2025. Enhancement of our 'Talk for writing,' units of work and methodology for teaching English across school now all teaching staff have completed training. Consistent approach to the teaching of English across school following the teaching sequence model with reading and writing phases.	See Improving Literacy in Key Stage 2: Recommendation 2 and 3. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks2	2
Writing will continue to be a key priority for 2025-2026 to embed the work from the School Improvement plan 2024-2025. Review, develop and embed current provision for teaching of Writing and implement guidance from the DfE The Writing framework (July 2025)	https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf	2
Writing will continue to be a key priority for 2025-2026 to embed the work from the School Improvement plan 2024-2025. Enhance and develop opportunities for Writing for enjoyment – informed by latest research and guidance National Literacy Trust – The Impact of Writing for Enjoyment Programmes (Jan 2024),	https://literacytrust.org.uk/research-services/research-reports/the-impact-of-writing-for-enjoyment-programmes/	2
Developing children's metacognition and selfregulation through staff training	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=/education-evidence/guidance-reports/metacognition&utm_medium=search&utm_campaign=site_search&search_term=metaco	4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): Improving Social and Emotional Learning in Primary Schools EEF	4
Continue to review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of maths for SEND pupils. (Led by SLT).	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020. Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions.	3, 4

	https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/send	
To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by Deputy Head Teacher and SENCO - Pupil progress meetings termly Regular monitoring of targeted interventions.	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-forschools/schoolimprovement-planning/2-targetedacademic-support 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'	1,2,3,4
Effective deployment of staff, Teaching Assistants to support ke children and year groups. Targeted Interventions led by additional staff. Teaching Assistants timetable reevaluated to deliver pastoral groups, positive play at playtimes, out-door learning, settling child into school in the morning. SENCO and Higher Level Teaching Assistant to deliver Forest School sessions half termly.	'EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assitants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	1,2,3,4

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

Budgeted cost: **£2,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nessy Spelling and Reading for pupil(s) who have a dyslexia need, as identified and recommended by an educational psychologist. (3 x 15 minutes weekly)	https://www.nessy.com/enus/shop/research/nessy-reading-andspelling-pilot-case-studies Case studies in multiple schools evidence an average impact of 1.35 years across a 12 week intervention	2
Dynamo Maths Programme	Intervention Validation Research A study was conducted to confirm the effectiveness of Dynamo Intervention Program. Pupils had taken the first assessment prior to being provided with 12 weeks of intervention support followed by a second assessment at the end of the school term. Analysis showed that the percentage improvement for the combined MMR stages was 11.67% for the intervention period of 12 weeks. Further analysis showed that the improvement in the Magnitude and Relationship stage was 21.44% and solely for the Relationship stage, a 31.94% improvement. This shows that a small improvement made in the Number Meaning and Number Magnitude stages brought a large improvement in the Number Relationship stages (Maths Foundation).	3
Little Wandle Phonics Intervention 5 times per week – 20 minutes sessions Application of phonics within daily 1:2:1 reading sessions 5 times per week – 10 minute sessions	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantage backgrounds.	1,2

	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Purchase of standardised diagnostic assessments such as – Lucid Rapid (GL Assessment) and Infant Language and Speech Link Assessment. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2
DfE Ready to Progress activities prior to unit delivery (10 minutes practice Daily)	https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/early-maths DfE/NCETM have identified the core knowledge required to ensure pupils are in a position to move forward in their learning.	3
Disadvantaged, Previously Looked after and Children Looked After pupils and those subject who have been subject to a CP/CIN plan. Individual needs will be met; pupils will make progress similar or better than other pupils so they reach age-related expectations. Demonstrable increase in pupils' confidence and resilience via; • Access to mentoring and specialist external support as required – including ASD, SALT, C&L and Disabilities team. • P/LAC teacher will make links with families. • Staff training for all staff – Including multiple courses from iSEND (Bucks Council) including; Attachment disorders, ASD, Supporting SEMH, Support in the Classrooms for SEN, Social Care Involvement, Reducing Anxiety and Self-Regulation. • SEN Support plan, PIPs, Learning plans and curriculum maps planned with teachers, named P/LAC lead – D May and SENCO. • Forest School staff and SENCO to implement Forest School programme to focus on strengthening social and emotional skills specifically for disadvantaged pupils.	PHE, link between wellbeing and attainment • Trauma informed schools, Beacon house • Centre for education neuro science • Nurture UK EEF T&L toolkit (social and emotional learning)	5

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

Budgeted cost: **£5,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-Curricular Activities to be subsidised e.g. After-School Clubs, Music lessons, trips, visits and visitors.	Newcastle University (Nuffield foundation) research regarding the positive effects of after school clubs upon academic performance ArtsEd research, music and academic performance.	6

A key priority for 2025-2026 to implement an Oracy framework as part of the School Improvement plan Whole staff training on Oracy approaches with the aim of developing our school ethos, speaking and listening and improving learning behaviours across school. Evidence of positive self-esteem in relation to learning and determination to persevere in the face of challenges through Oracy approaches.	Voice 21 research regarding the positive impact of an Oracy curriculum Voice 21 Impact Report 2024 Voice 21 Impact Report Voice 21 Oracy Benchmarks Report 2024 Benchmarks-report-FINAL.pdf We need to Talk: Oracy Commission October 2024, We need to talk, 2024 – Oracy Commission DfE document 'Strong foundations in the first years of school' - October 2024. Strong foundations in the first years of school - GOV.UK "Telling the story": the English education subject report (March 2024) Telling the story: the English education subject report - GOV.UK EEF - Voice 21: Oracy Curriculum, Culture and Assessment Toolkit – first pilot https://d2tic4wvo1iusb.cloudfront.net/production/documents/projects/Oracy_Curriculum.pdf?v=1761043066	5
Self regulation, continue with implementation of the colour monster (EYFS) and zones of regulation (KS1 and KS2), teacher training and implementation, staff training and resources. Participation in 'Calming Cats' programme to support Pre-School (Whole Class) and Group and 1 to 1 sessions in EYFS and KS1 to support mental health and emotional well-being (Linked to ZoR).	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	5
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. County Advisor support and training to review current behaviour policy and obtain 'Staff voice' to create and embed an inclusive behaviour policy.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	5
Mental Health Lead to embed and develop Parental Engagement programme for invited parents (PP,SEN) to receive support with Mental Health needs at home – Signposting to training and courses, regular meetings and support as and when required from external agencies and through links with the NHS Mental Health Support Team (MHST).	Supporting children's mental health and wellbeing in the early years Education Endowment Foundation	
SENCo to embed and develop Parental Engagement programme for invited parents (PP,SEN) to support with learning at home – Signposting to training and courses, regular meetings and support as and when required.	EEF (+3) https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/supportingparents?utm_source=/educationevidence/guidance-reports/supportingparents&utm_medium=search&utm_campaign=site_search&search_term=parental	1,3 and 4

	We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis • approaches and programmes which aim to develop parental skills such as literacy or IT skills.	
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Play Therapy and Emotional interventions for identified children.	EEF +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Danger and Landreth (2005) found significant improvements in language skills in children who received Play Therapy over children in a control group. Ray, Armstrong, Balkin, and Jayne (2015) discovered statistically significant outcomes for children with disruptive behaviour, internalizing, selfefficacy, and academic difficulties. Bratton, Ray, Rhine, and Jones (2005) concluded that play therapy was effective with both internalising and externalising problems.	5
Alternative Provision and personalized approaches to provide specialist interventions for identified children.	Supporting School Attendance - Reflection and Planning Tool Education Endowment Foundation Personalise approaches to meet the needs of individual pupils. Universal approaches to teaching, learning, behaviour, relationships and communication with families will support the majority of pupils and families, but universal systems are unlikely to meet the needs of all pupils. Some, who might have very specific and individual reasons for their absence from school, may need a more personalised approach to support their attendance and engagement. Understanding the impact of School Choices for improving attendance and reducing exclusions - Study plan Education Endowment Foundation	4, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £12,500