Pupil premium strategy statement for

The Canons CE Primary School

Academic Year 2025-2026

This statement details our school's use of pupil 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Canons CE Primary School
Number of pupils in school	626
Proportion (%) of pupil premium eligible pupils	26.2%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	September 2024 to July 2027
Date this statement was published	December 2025
Date on which it will be next reviewed	July 2026
Statement authorised by	Michaela Fallon, Head teacher
Pupil premium lead	Sharon Richards and Megan Hobson
Governor / Trustee lead	Rev Dave Poultney

Detail	Amount
Pupil premium funding allocation this academic year (2025 – 2026)	£241,620

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£241,620

Funding overview

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

At The Canons CE Primary School, we are committed to supporting all children, regardless of background or individual barriers to success, to make excellent progress and achieve strong outcomes across all areas of the curriculum. We are a Christian community built on gospel values and want all pupils to 'Live life in all its fullness'. To achieve this, our Pupil Premium strategy takes a tiered approach to ensure that all pupils, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to targeted academic support and benefit from a range of wider strategies (including pastoral support for social and emotional difficulties, attendance and behaviour) which will impact on their success in school.

Evidence shows that high quality teaching has the greatest impact on closing the disadvantaged attainment gap. Consequently, ensuring the highest possible quality of teaching is our primary objective. Not only will continuing to develop the quality of teaching directly impact the progress and attainment of our disadvantaged pupils, our non-disadvantaged pupils will also benefit. The strategies we implement will reflect the common challenges and barriers to success and pupils' individual needs through careful assessment and partnership with pupils and families.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The actions within this strategy are intended to support their needs, regardless of whether they are disadvantaged or not. We will also consider the needs of our new Reception intake and respond to this with the Pupil Premium grant where applicable.

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 a 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.

As a school, we strive to ensure that all children have the means to develop cultural capital. This includes educational visits, which can be funded or subsidised for our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is especially evident in Reception and KS1and is more prevalent amongst our disadvantaged pupils. In September/October 2025, 47/88 Reception children did not pass the baseline WELLCOMM assessment (section 8). Of the 20 disadvantaged children in our current Reception cohort, 7 of them did not pass this assessment. In our current Year 1 WELLCOMM intervention group, 9 out of the 13 children in the group are disadvantaged. In our current Year 2 WELLCOMM intervention group, 4 out of the 5 children in the group are disadvantaged.
2	Assessments and observations suggest disadvantaged pupils can have greater difficulties with phonics than their peers. This is having a negative impact on both Reading and Writing. We have also observed that some of our disadvantaged children do not read regularly at home.
3	Assessments and observations have identified social and emotional difficulties and increased levels of anxiety amongst pupils of all ages. Some of our disadvantaged children have high SEMH needs which impact on their learning. 4/13, 31% of children on STS New caseload are Pupil Premium. 15/36 children (41.67%) who are currently seeing our school counsellor are Pupil Premium. 43.75% of the children on our SEND register or on an EHCP are also Pupil Premium children (49/112 children). 12/21, 57% EHCP are Pupil Premium. 11/18 (61%) children on an EHCP are Pupil Premium.
4	On the whole, internal and external assessments indicate there is a gap between the progress and attainment of disadvantaged pupils and non-disadvantaged pupils in all areas of the curriculum.

5	We are aware there is a gap between attendance of disadvantaged children and their peers, however there has been an upward trend for the attendance of disadvantaged children recently. Last academic year (2024-2025), whole school attendance was 95.03% - attendance of Pupil Premium children was 92.84%. Last year (2024-2025), Pupil Premium children also had more unauthorised absences than non-PP children (PP - 2.29% Non-PP - 1.01%), as well as more late marks (Before registers close: PP - 0.76% and non-PP - 0.32%. After registers close: PP - 0.63% and Non- PP - 0.08%).
6	Pupils enter school below age related expectations in a range of areas, including speech and language, early reading, early number, fine motor skills and toileting. In the academic year 2024-2025, 79.4% of non-PP Reception children achieved a Good Level of Development compared to 27.3% of our Pupil Premium Reception children.
7	The need for family support (for both parents and children), including referrals of support for financial, housing, parenting, mental health, domestic abuse, health (school nurse), and neurodevelopmental referrals, for example, remains high as a result of the cost-of-living crisis.
8	There is a lack of Alternative Provision and Specialist provision available for children with particularly high levels of need. This then impacts on the children who have higher needs, as well as other children and staffing.

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
Language skills and use of vocabulary among disadvantaged pupils will be improved.	Assessments and observations to indicate significantly improved oral language among disadvantaged pupils. In particular, the progress of pupils in receipt of Wellcomm and NELI interventions will be good.

The gap in phonic knowledge for disadvantaged pupils will be reduced leading to improved attainment in Reading.	Formative and summative assessments, along with observation and evidence of work in books, will reflect improved application of skills and knowledge. Children who are identified as needing Phonics intervention will have received small group tuition. The percentage of Pupil Premium children who pass the 2026 Phonics screen will be in line with, or above, the national average.
Social and emotional challenges will not impact the achievement of disadvantaged children.	Pupils will be provided with strategies and resources to support self-regulation (e.g. time with the therapy dog, check ins from key adults, access to The Enhanced Provision Room, sensory breaks).

	Improved academic performance for disadvantaged pupils due to improved regulation strategies. All children presenting with SEMH difficulties will have received support through the school counsellor or the Inclusion Team.
Improved attainment for disadvantaged pupils.	Termly assessments to indicate that the gap is narrowing between disadvantaged and non-disadvantaged pupils.
Attendance of disadvantaged pupils will improve to be broadly in line with non-disadvantaged pupils.	The gap between disadvantaged and non-disadvantaged children will be reduced. Pupils and families experiencing difficulties with attendance will have received targeted support and/or intervention.

Financial pressures on families will be reduced. Families will be signposted to appropriate support and, where appropriate, will be offered Early Support. Children will not be hungry in school.	Financial barriers will not impact the achievement of disadvantaged pupils. This will be evident through outcomes and full engagement in all learning opportunities and enrichment opportunities. Bagels and milk will be available for all pupils on a daily basis. Use of the OFSM will allow us to help parents to check eligibility for FSM as and when needed.
All disadvantaged pupils will be a focus/priority for enrichment experiences and opportunities that will develop their cultural capital.	Disadvantaged children will have represented the school at a range of sporting events, music opportunities, school leadership responsibilities, and school performances. Any barriers to attending after-school clubs will have been removed (e.g. financial barriers). On celebration days (e.g. World Book Day, Curriculum days, Christmas Jumper Day) disadvantaged pupils will be offered/provided with any clothing/costumes to allow them to be fully included.
All pupils will receive Quality First Teaching.	If cover is needed, wherever possible, quality first teaching will be delivered by teachers already employed by the school (who already know the school and the children well), e.g. their Computing teacher.
Anybody who is eligible for Free School Meals will receive them.	The OFSM programme will identify any child who is eligible for FSM within the new intake to allow us to offer the relevant support. All reception children at the point of entry will be assessed for eligibility for FSM.

Children with high level SEND will have access to The Enhanced Provision Room for targeted intervention and to support self-regulation, including lunchtime support where necessary. Staff working in EYFS will access training specific to the needs of the high level SEND children.	*EYFSP area: Personal, Social and Emotional Development (Self-Regulation, Managing Self, Building Relationships)* Identified children will use the room to regulate and to access small group or 1:1 intervention from The Enhanced Provision Room lead or other trained staff. The Enhanced Provision Room will be used to enable identified children to have a positive experience at lunchtimes and to eat their lunch with adult assistance. Adults working in Reception will receive specific training to enhance the provision for high level SEND.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £46,276

Activity	Evidence that supports this approach	Challenge numbers addressed
Wellcomm and NELI language programmes and follow up interventions to be used in EYFS.	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: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1,4
Class teacher absence will be covered by teachers already employed by the school to ensure high quality teaching.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmenTfoundation.org.uk/supportforschools/schoolplanningsupport/1highqualityteaching	1, 3, 4, 8

We will take part in a new pilot called The **Thinking Classrooms Programme** – National Greater Depth Pilot to support QFT across the school. This includes a module on metacognition.	The average impact of metacognition and self-regulation approaches is high (+8 months additional progress). Teachers should be supported to both explicitly teach metacognitive strategies and to promote metacognitive skills in lessons. Some studies suggest disadvantaged pupils are less likely to use metacognitive and self-regulation strategies unless explicitly taught to do so.	1, 4

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

Budgeted cost: £161,578

Activity	Evidence that supports this approach	Challenge numbers addressed
Assessment of speech and language needs and follow up intervention to be provided by an independent speech and language therapist.	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: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1

Wellcomm and NELI interventions to be provided for all reception pupils identified through assessment.	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: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1
Provision of teaching assistants as additional adults in the classroom or at lunchtimes to provide high needs support for individual pupils.	Teaching assistants are used to support pupils with SEMH needs, supporting their emotional regulation to allow their inclusion in the classroom and improve educational outcomes. This will generally be for children not yet in receipt of an EHCP. https://educationendowmentfoundation.org.uk/educati onevidence/guidance-reports/teaching-assistants	3,4,6,8
Providing weekly monitoring and targeted support, with a focus on disadvantaged children who are making less than expected progress (Pupil-Premium Advocate role). This includes the organisation of interventions, liaising with and supporting class teachers and liaising with the Inclusion Team and Family Support Workers regarding barriers to learning, such as attendance.	This links to the EEF's 5-point plan in their 'Guide to the Pupil Premium'. *'The delivery of your Pupil Premium strategy should be a carefully staged cyclical process—not a one-off event.'* https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidanceforhttps://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053teachers/pupil-premium/guide_to_the_pupil_premium__2024.pdf?v=1727884053	

Designated TA to deliver the EPATT reading and spelling schemes (Accelerating Reading and Spelling). Priority will be given to our disadvantage d children.	https://educationendowmentfoundation.org.uk/educationevidence/teaching -learning-toolkit/one-to-one-tuition *'Teaching assistants can provide a large positive impact on learner outcomes.'* https://educationendowmentfoundation.org.uk/educationevidence/teaching -learning-toolkit/teaching-assistant-interventions	2

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

Budgeted cost: £33,766

Activity	Evidence that supports this approach	Challenge numbers addressed
The provision of a play therapist/school counsellor	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)	3

The provision of specialist teachers to carry out assessments, identify need as soon as possible and recommend strategies and support. Specialist teachers will also provide identified training for staff to help them to meet the complex needs of the new Reception intake.	*'Schools should aim to understand individual pupil's learning needs using the graduated approach of 'assess, plan, do, review' approach.'* https://educationendowmen tfoundation.org.uk/educatio nevidence/guidancereports/send *'Supporting high quality teaching is pivotal in improving children's outcomes.'* https://educationendowmentfoundation.org.uk/educationeviden ce/guida nce-reports/effective-professionaldevelopment	3,4
Family Support workers will provide Early Support and will signpost vulnerable families to relevant services to support with areas such as referrals of support for financial, housing, parenting, mental health, domestic abuse, health (school nurse), and neurodevelopment al referrals.	Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. 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.	5, 7

The provision of a weekly homework Club in Year 2 and KS2.	Children who regularly complete homework have better school outcomes than children who do not. Homework has a number of potential benefits including consolidation of what has been learned in lessons, preparation for subsequent lessons and tests, and the development of independent learning skills. https://educationendowmentfoundation.org.uk/educationevidence/teach ing-learning-toolkit/homework	4

The provision of after school clubs and enrichment opportunities. This includes payment for out-of-school clubs, the provision of clothing/costumes for celebration/non uniform days and the provision of kit for sporting events, e.g. football boots.	The report, 'An Unequal Playing Field' reports, 'a young person may miss out on some of the most valuable experiences in life – a chance to bond with others, aspire to learn more, and gain the soft skills so important to employers – simply because of their social background and where they grew up. It is time to level the playing field.' https://assets.publishing.se rvice.gov.uk/media/5d307b 8de5274a14e9f6bc20/An_ Unequal_Playing_Field_re port.pdf	
Provision of free fruit and bagels for all children to access.	There is some evidence that providing access to healthy snacks can benefit pupils by preparing them for learning or supporting behaviour and school attendance. Those children who are late into school and do not access breakfast club can access the fruit and bagels instead to prepare them for learning.	7

To make the EYFS learning environment an active learning space with a more social aspect.	Approaches supporting physical development and activity in young children can have a valuable positive effect on their learning of five months additional progress, on average. https://educationendowmentfoundation.org.uk/earlyyears/toolkit/physicalhttps://educationendowmentfoundation.org.uk/early-years/toolkit/physical-development-approachesdevelopment-approaches	

Total budgeted cost: £241,620

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes (reviewed July 2026)

Intended outcome	Review
Language skills and use of vocabulary among disadvantaged pupils will be improved.	All Reception pupils were screened using the Wellcomm screen on entry to reception and were screened using the NELI screen at the end of the Autumn Term. These screens identified those pupils requiring interventions. At the beginning of the Autumn Term in reception 46 pupils (9/46 - 19.6% PP) were identified for Wellcomm intervention and at the end of the Autumn Term, these children were reassessed and 14 of these children (2/14 - 14.3% PP) needed to continue with Wellcomm. A further screen was completed at the end of Spring 2. 9 children (2/9 - 22% PP) needed to continue to take part in Wellcomm sessions. At the end of the summer term, 7 children (2/7 - 28.6% PP) were identified as needing to continue with Wellcomm in Year 1. As new children entered Reception throughout the year, they were also screened for Wellcomm and put into the appropriate group if needed. NELI – 3 group sessions per week (30 minute sessions) plus 2x 1:1 sessions (15 minute sessions) Wellcomm – 3 group sessions per week (20 minute sessions) An independent speech and language therapist is employed by the school for 2 days each week.

The gap in phonic knowledge for disadvantaged pupils will be reduced leading to improved attainment in Reading.	Year 1 phonics result 92% Disadvantaged Year 1 phonics result 73.9% 17 out of 23 Pupil Premium children passed their Phonics screening in Year 1. RWI Tuition: Our Phonics Lead has promptly identified any children who are below the expected level at any point in the year. These children have received 1:1 tuition from a trained TA. Our EPATT Reading programme has also been very successful this year (as part of the Educational Psychology Accelerating Tuition programme). We prioritise places for children in receipt of PP funding for this. The Reading programme started the year with 9 children - 7 were disadvantaged. 10 children joined the programme - 4 were disadvantaged. 9 children have completed the programme over the year – 6 were disadvantaged. The EPATT Spelling programme started 3 children were identified as needing additional support altogether – 0 of these children were disadvantaged. A further 11 children joined the programme – 6 of these were disadvantaged. 4 children then completed the programme – 1 of these was disadvantaged. We have also recently started a new initiative where we ask for volunteers from our school community to come in and read with some of our children. This has been successful so far and we have had 4 people who have offered their support. A group of children are selected for each volunteer so each adult will see the same children regularly. We hope to continue this into the new school year too.

Social and emotional challenges will not impact the achievement of disadvantaged children.	During the academic year 2025/2026, 48 pupils received play therapy/counselling from our school counsellor, Nancy. 19 of these are disadvantaged children. The Jigsaw PSHE programme has been fully implemented throughout the school and pupils use the strategies taught throughout the school to self-regulate their emotions.

	Teacher absence has been covered internally in all instances, which has improved outcomes for those pupils with increased anxiety and those who struggle with change.
Improved attainment for disadvantaged pupils.	Children in year groups 3 to 6 have had access to a weekly homework club, which has provided; support with homework, a quiet place to work and resources as required. See results tables below:

EYFS and KS1	***All Pupils***	***Disadvantaged Pupils***
Good level of development	66%	61%
Phonics screen	92%	73.9%

KS2	***All Pupils***	***Non-disadvantaged pupils***	***Disadvantaged Pupils***

	(89 children – 1 absence = 88 children)	***(72 children – 1 absence = 71 children)***	***(27 children)***
KS2 Reading Expected level (SATs results)	75/88 = 85%	56/71 = 79%	19/27 = 70%
KS2 Writing Expected level	74/88 = 84%	54/71 = 76%	20/27 = 74%
KS2 Maths Expected level (SATs results)	79/88 = 90%	58/71 = 82%	21/27 = 78%
KS2 GPVS Expected level (SATs results)	80/88 = 91%	59/71 = 83%	21/27 = 78%

Attendance of disadvantaged pupils will improve to be broadly in line with non- disadvantaged pupils.	As of July 16th 2026: Current whole school attendance is 94.3% Current attendance for PP pupils is 91.73% Current attendance for non-PP pupils is 95.23% Our FSWs regularly monitor attendance and offer support where required in order to improve children's attendance in line with the statutory DFE guidance Working together to improve school attendance: July 2026. Meetings are held with parents, children and relevant staff to create attendance plans where required. They have regular meetings with the WAS officer and letters have been sent to those families where attendance may have been an issue. We continue to monitor attendance on a fortnightly basis and actions are created

	accordingly. Unannounced home visits are completed for persistent absence and relevant support offered. Our FSWs have worked closely with families to support them with children's attendance. Children are encouraged to take responsibility for elements of their attendance using rewards and incentives for improved attendance. Some absences require a more robust plan, potentially the offer of Early Support. As of July 2025, we have no children who are severely absent (less than 50%).'
Financial pressures on families will be reduced. Families will be signposted to appropriate support and, where appropriate, will be offered Early Support. Children will not be hungry in school.	At The Canons CE Primary School, we are fortunate to have a Family Support Worker (FSW) Team who work across the school setting and within the wider community. Our FSW team comprising of Cathryn Smith (School & Family Liaison), Dottie (PAT dog) and Claire Grant (FSW) provide holistic support to everyone within and outside of the school community. This year they have supported and signposted in excess of __ families and their children. They have opened and led on Early Support plans, attended Family Help and Child Protection plans overseen by social workers, in addition to being an integral part of any STRAT meetings with professionals when required. They liaise and consult with relevant services in order to safeguard all children at all times and ensure they have access to relevant support and advice. The FSW team work closely with external agencies and professionals and they attend and contribute to local and national initiatives to ensure they can support children and their families in the best possible way. Families and their children have been provided with support around uniform, food, housing, finance, medical issues, parenting sessions, behaviour issues, SEND concerns, Christmas gifts, food bank vouchers and relevant referrals to external agencies have been completed as and when required.

	Dottie, the PAT registered therapy dog plays an important part in supporting and regulating the emotional wellbeing of children, parents and staff alike. Her presence and interaction can often make a difference to a situation that might otherwise prove difficult to manage. The FSW team play an active part in improving the attendance of all children in the school and offering relevant advice, guidance and support working collaboratively with families and other professionals. Case studies demonstrate that FSW intervention and support improves all aspects of attendance. Along with Dottie they are able to offer pastoral support in and out of school to ensure children attend very day and any barriers to attendance and/or punctuality are managed effectively. The FSW team plan and provide regular community events that promote inclusion and diversity through engagement with relevant services. They have hosted SEND coffee mornings with Roots to Branches, inviting external agencies such as school nurse, Community autism support service and other professionals to come into school so that parents can access and engage with support. They also work closely with the Family Learning team to provide opportunities for parents and children to engage with relevant learning experiences that improve knowledge and life experiences. **Sadly the 'Soothing Sacks' 4 weekly programme offered by this team this year received a poor uptake by parents and had to be cancelled, but there are plans to offer this again in the next academic year**. Many parents who attend have then gone on to attend other courses and gain qualifications. This year they have also secured a collaborative working partnership with the Family and Relationship Team delivering parenting sessions on '***Understanding your child', 'Routines and Boundaries', 'Sleep'*** and ***'Parenting Together'***. This has enabled them to plan the delivery of a 10-week parenting session **'*Togetherness; The Solihull Approach to Understanding Your Child*'** commencing in September 2026. The FSW team also support staff emotional wellbeing as and when required. A more recent initiative from the FSW team is a half-termly newsletter sent to all parents via Parent Mail. The newsletter details who parents and carers can reach out to for support, along with their contact details. It also signposts courses and provides details of family and SEND support, including parent workshops and relevant agencies.

	All children have access to bagels throughout the school day and milk at lunchtime. This has proved to be extremely popular with many of our children relying on this snack on a daily basis.
All disadvantaged pupils will be a focus/priority for enrichment experiences and opportunities that will develop their cultural capital.	Throughout the year, parents have had the opportunity to seek support with special days, for example, donations of Christmas jumpers for the children to wear for Christmas Jumper Day, and access to pre-loved uniform throughout the year. We held three pre-loved book sales throughout the year, selling books for 10p each. We also gave out 'Golden Tickets' for our World Book Day book sale to give children the opportunity to choose a free book. We took advantage of the free spaces provided by the outside company 'i-Rock' to give children the chance to experience this extra-curricular musical activity.
All pupils will receive Quality First Teaching.	All staff absences have been covered internally this year by teachers who know the school and the children. This includes our Computing teachers. We have also invested in the 'Thinking Classrooms' programme, 'a research-backed framework that fosters metacognition, critical thinking, and self-regulation—skills proven to accelerate student progress.' The information and key points from this course have been disseminated throughout the year in staff meetings and we will continue to do so next year.

Anybody who is eligible for Free School Meals will receive them.	The OFSM programme has identified children who becomes eligible for FSM at any point throughout the year. All reception children at the point of entry were assessed for eligibility for FSM.
Children with high level SEND will have access to The Enhanced Provision Room for targeted intervention and to support self-regulation, including lunchtime support where necessary. Staff working in EYFS will access training specific to the needs of the high level SEND children.	• Children with high-level SEND have accessed targeted interventions within the Enhanced Provision, including Speech and Language programmes, WellComm, 1:1 phonics, Boxall Profile interventions, TacPac, Attention Autism, and EHCP-targeted provision. • There have been timetabled regulation sessions, alongside responsive regulation support when required, which have enabled children to develop their self-regulation skills and remain engaged in learning. • A personalised curriculum has been implemented for one child who is currently unable to access the classroom curriculum, ensuring learning is tailored to their individual needs. • Children have been able to access the Enhanced Provision during lunchtime for wet play, to support transitions before accessing the playground or farm area, and, where needed, to provide a calm environment for eating lunch when feeling overwhelmed (e.g. during Christmas lunch). Recent staff training has included: • TacPac • Attention Autism • Speech and Language • WellComm • Level 4 Makaton • Manual Handling • Complex Needs Transition • Personalised Learning • Specialist Knowledge for Teaching Mathematics (EYFS Number) These training opportunities have strengthened staff knowledge and confidence in meeting the needs of children with high-level SEND and delivering effective targeted support.