

# Pupil premium strategy statement: Longmeadow Primary School

1. Summary information					
School	Longmeadow Primary School				
Academic Year	2019/2020	Total PP budget	£182,160	Date of most recent PP internal Review	June 2019
Total number of pupils	383	Number of pupils eligible for PP	118	The date for the next internal review of this strategy	Oct 2019

2. Current Outcomes				
	<i>Disadvantaged Pupils</i>	<i>Non-Disadvantaged</i>	<i>Other pupils Nationally</i>	<i>RAG Rating</i>
% Pupils achieving the expected standard in reading writing and maths	68%	56%	64%	The gap is +4%
Average progress in reading	- 0.57	-3.29	-	+2.27
Average progress in writing	-0.72	+1.06	-	-1.78
Average progress in maths	-1.70	-0.52	-	-1.18
Within the 2018 Y6 cohort: <ul style="list-style-type: none"> <li>42% of the Year 6 cohort were eligible for PPG funding</li> <li>24% of the disadvantaged pupils had an identified SEND</li> <li>57% of the disadvantaged group had complex vulnerabilities relating to their needs</li> </ul>				

3. Barriers to future attainment (for pupils eligible for PP including high ability)
<p>When deciding how to spend the Pupil Premium Grant (PPG) it is important that we look at the potential barriers to learning faced by pupils entitled to PPG in the context of our school. The reasons for underachievement are many and varied and could include:</p> <ul style="list-style-type: none"> <li>o Social, emotional and mental health difficulties</li> <li>o Poor emotional resilience and self-regulation skills impact on many pupils' ability to work collaboratively and to accept a degree of challenge in their learning</li> <li>o Mental health difficulties</li> </ul> <p>We have identified the following as key issues for our pupils:</p>
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )

<b>A.</b>	Progress rates of pupils who are disadvantaged, particularly in writing and maths.
<b>B.</b>	Low levels of language development for disadvantaged pupils including low levels of speech and language development and delay on baseline entry to the EYs.
<b>C.</b>	Low levels of resilience emotionally and in relation to learning activities.
<b>D.</b>	The complex nature of how pupil premium children are affected by further disadvantage i.e. pupil premium with SEND/pupil premium with high mobility.
<b>External barriers (issues which also require action outside the school, such as low attendance rates)</b>	
<b>E.</b>	Attendance of disadvantaged children including persistent absentees.
<b>F.</b>	Parental engagement.

#### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To accelerate the progress and attainment of disadvantaged pupils, particularly those with complex additional needs	Pupils receiving PPG will make expected progress and in many cases exceed expected progress across the school, including those with complex needs
<b>B.</b>	Pupils leave reception with good levels of communication and language. Levels of spoken language remain consistently high across the school.	Communication and language attainment data rises at the end of the reception. Support continues throughout KS1.
<b>C.</b>	Enhanced support is provided to support children with social, emotional and mental health needs across the school through a therapeutic approach to behaviour management.	CPOMs behavioural incidents show a reduction in behaviour incidents. Case studies show the impact of the specific intervention. Parents engage with the work.
<b>D.</b>	The progress of the disadvantaged group and any correlating factors are tracked successfully across the school year. Quality first teaching and specific interventions identify these early, making a direct impact on progress.	Case studies and pupil progress meetings show that the disadvantaged group has progress that is rising rapidly.
<b>E.</b>	Attendance of the disadvantaged group will improve across the school	Absence rates for disadvantaged pupils will reduce by 0.5% from 2018-2019.

#### 5. Key Sources of Evidence – What is the rationale and evidence for our pupil premium spending?

Source	Summary of Evidence – what it tells us
i. <a href="#">School cultures and practices: supporting the attainment of disadvantaged pupils A qualitative comparison of</a>	High-performing primary schools, regardless of location, had highly-developed evidence of: <ul style="list-style-type: none"> <li>Shared sense of purpose - <i>greater cohesiveness, sense of shared purpose and values that were shared amongst all staff, pupils and parents, as well as high staff morale</i></li> </ul>

	<p><a href="#">London and non-London schools Research Report</a></p> <p>Department for Education – May 2018</p>	<ul style="list-style-type: none"> <li>• Using data - <i>more consistent in their engagement with data, and were more likely to use evidence-informed support strategies</i></li> <li>• Engaging parents - <i>work with parents to develop their expectations for their children. High-performing primary schools, in particular, employed a dedicated member of staff to provide outreach and support for parents and families, rather than assigning this function to existing teaching staff.</i></li> <li>• High-quality teaching - <i>prioritised individualised staff training, and paid particular attention to the deployment and training of support staff</i></li> <li>• Strong &amp; visionary school leadership - <i>a number of cultures and practices relating to school leadership, corroborating existing literature linking school effectiveness to strong and visionary leadership (Ofsted, 2013; Demie and Maclean, 2015).</i></li> </ul>
ii.	<p><a href="#">Evaluation of Pupil Premium - Research Report</a></p> <p>Department for Education – July 2013</p>	<ul style="list-style-type: none"> <li>• Some pupil premium support focused on wider issues in pupils’ and families’ lives, particularly where schools perceived these to be a ‘barrier to learning’ and felt that dealing with these would lead to improved attainment</li> <li>• In general, schools had been providing support for pupils they saw as disadvantaged before the introduction of the pupil premium, and the most common resource they used when deciding how to spend the pupil premium was their own experience of what works</li> <li>• Most were working with other schools, their local authority (LA) and/or external providers in order to provide support for pupils</li> <li>• The type of support most likely to be considered very effective was additional staff</li> </ul>
iii.	<p><a href="#">The pupil premium: an update</a></p> <p>Ofsted – July 2014</p>	<ul style="list-style-type: none"> <li>• Schools that are committed to ‘closing the gap’ and that have robust tracking systems show the most improvement</li> <li>• Weak leadership and governance is an obstacle to effective pupil premium spending</li> </ul>
iv.	<p><a href="#">Teaching &amp; Learning Toolkit</a></p> <p>Education Endowment Foundation (EEF) – October 2018</p>	<p>Based on these criteria, the most successful interventions include:</p> <ul style="list-style-type: none"> <li>• Meta-cognitive and self-regulation strategies</li> <li>• Effective feedback practices</li> <li>• Oral language interventions</li> <li>• Reading comprehension</li> <li>• Phonics</li> <li>• The use of digital technology</li> <li>• One-to-one tuition</li> </ul>
v.	<p>The Pupil Premium: Making it work in your school</p> <p>Oxford School Improvement (OSI) - 2016</p>	<p>Oxford School Improvement (OSI) is an improvement service for primary schools provided by Oxford University Press. It has produced a report looking at the impact of specific interventions funded by the pupil premium. One of the interventions considered is increasing parental engagement.</p>

		<p>Research shows that if parents engage with their child's education, the attainment of the child will increase by 15% no matter what the social background of the family. The document suggests that the following strategies are effective at increasing parental engagement:</p> <ul style="list-style-type: none"> <li>• Creating a welcoming environment for parents</li> <li>• Sending good news home</li> <li>• Encouraging support at home</li> <li>• Changing conversations so that they are structured and focus on really listening to parents' point of view</li> </ul>
<b>vi.</b>	<p><a href="#">The Pupil Premium – Next Steps</a> Sutton Trust - July 2015</p>	<p>The research into the next steps for pupil premium recommended the following:</p> <ul style="list-style-type: none"> <li>• Continue paying the pupil premium on the basis of disadvantage, not prior attainment.</li> <li>• Improved teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively.</li> <li>• Concentrate on better results for pupil premium children, rather than narrowing the gap.</li> </ul>

## 5. Planned expenditure

Academic year

2019/2020

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. First Quality Teaching

Chosen action / approach	How will you ensure it is implemented well?	Staff lead	Review	Cost
<p><b>To provide high-quality leadership of outcomes for disadvantaged pupils:</b></p> <ul style="list-style-type: none"> <li>• Close monitoring of first quality teaching through appropriate line management</li> <li>• To manage the design of appropriate intervention timetables and monitor the impact of these</li> <li>• To track and monitor outcomes for disadvantaged pupils</li> <li>• Target, provide and signpost appropriate support for disadvantaged pupils and their families</li> <li>• To observe first quality teaching and coach and mentor where necessary</li> <li>• To implement initiatives to improve outcomes for disadvantaged outcomes</li> <li>• To report on outcomes to the local authority and the school's governing board</li> </ul>	<p>Performance Management</p> <p>Pupil Progress Meetings</p> <p>Inclusion Team Meetings</p>	<p>HT</p> <p>SLT</p> <p>WLT</p>	<p>Performance management cycle</p> <p>FGB</p> <p>PPG Lead</p> <p>PPG Governor</p>	<p>£31,411</p>
<p><b>Improved teacher training and professional development so that engagement for learning is improved for pupils, including disadvantaged pupils</b></p> <ul style="list-style-type: none"> <li>• Revise school curriculum</li> <li>• Produce learning maps for each subject, designed specifically for the pupils at Longmeadow</li> <li>• Decide on trips and experiences to increase 'cultural capital' and ensure these are funded</li> <li>• Provide training for staff relevant to the newly designed curriculum</li> <li>• Enhance learning environments with learning maps – moving forward from working walls. This will track the learning journey within the classroom.</li> <li>• Develop staff knowledge and understanding of memory and how children learn</li> </ul>	<p>Staff meetings to include discussion on relevant research</p> <p>Add relevant texts to the professional library</p> <p>Performance management to include targets related to relevant reading</p> <p>Planning to be driven by assessments and research</p>	<p>HT</p> <p>Line managers</p> <p>Teachers</p>	<p>Termly</p>	<p>£7,000</p>
<b>Total budgeted cost</b>				<p>£38,411</p>

## ii. Targeted support

Chosen action/approach	How will you ensure it is implemented well?	Staff Lead	Review	Cost
<p><b>Participation in the Achievement for All Project:</b></p> <ul style="list-style-type: none"> <li>Whole-school initiative with the content bespoke for the school's specific needs</li> <li>Actions based on an analysis of data and perceived issues</li> <li>All schools focus on four elements: leadership; teaching and learning; structured conversations with parents and carers; and wider outcomes (enjoyment and achievement for all pupils in all areas of school life)</li> <li>Bi-weekly meetings with a 'Achievement Coach' – a leader from another setting</li> </ul>	<p>Reports from AFA meetings</p> <p>Monitoring of data for disadvantaged pupils</p> <p>Case studies</p>	<p>PPG Lead</p> <p>HT</p>	Termly	£5,995
<p><b>Improved outcomes for disadvantaged children in communication and language by the end of the Early Years Foundation Stage, from low baseline data.</b></p> <ul style="list-style-type: none"> <li>Targeted support from a Communication and Language Assistant through targeted interventions and support during child-initiated learning.</li> </ul>	<p>CL data</p> <p>WellComm Screening Analysis</p> <p>Pupil progress meetings</p> <p>Case studies</p>	EYS LEader	Termly	£12,092
<p><b>Targeted interventions to support the needs of disadvantaged pupils at risk of falling behind:</b></p> <ul style="list-style-type: none"> <li>Targeted support from non-class based interventions TA in KS1, LKS2 and UKS2</li> <li>90 hours of support per week across the school</li> <li>Delivery of planned intervention for disadvantaged pupils to accelerate progress and raise achievement and attainment</li> <li>Pre- and post-teaching activities to support quality first teaching</li> <li>Liaison with the class teacher and teaching assistant and phase leader to provide optimum support</li> <li>Liaison with parents to increase parental engagement</li> </ul>	<p>Performance management of intervention TAs</p> <p>Pupil progress meetings</p>	SLT / Phase leaders	Termly	£37,082
<p><b>Strengthen in-house attendance improvement:</b></p> <ul style="list-style-type: none"> <li>Continue to rigorously and robustly track all pupils attendance with a focus on improving disadvantaged pupil, particularly persistent absentees</li> <li>Review strategies for supporting children who are persistently late (inclusion team / family worker / AIO / external agencies)</li> <li>Use school dog as a strategy to enable a meet and greet service (Murphy's morning walk) engaging children to get to school on time</li> </ul>	Attendance case studies	HT Attendance officer AHT (Magic Breakfast lead)	Termly	£6,329

<ul style="list-style-type: none"> <li>Engage in the Department for Education’s ‘Magic Breakfast’ initiative. A fully funded program allowing breakfast for all children in the school to raise the proportions of disadvantaged children not eating breakfast and eradicate school hunger – school to contribute £2,000 to initial set up (initiative gives £500)</li> <li>Attendance officer to continue to offer attendance surgeries and seek advice and support from phase leaders / HT when necessary</li> </ul>				
<p><b>Targeted support for children with social, emotional and mental health needs</b></p> <ul style="list-style-type: none"> <li>Run targeted interventions for trauma and protected behaviours</li> <li>Specialised Drawing and Talking intervention sessions to be available to pupils</li> <li>Develop provision within the Rainbow Room – half calm down space – half classroom for teaching</li> <li>1 x school INCo – non class based qualified teacher to run Rainbow Room full time</li> <li>School INCo and Head of Inclusion to support with SEND / behavioural strategies used during first quality teaching through effective coaching and mentoring</li> <li>INCo to transition pupils back from exclusions, ensuring their successful reintegration</li> <li>Inclusion team to raise general knowledge and skills across the school by leading staff training and 1:1 sessions</li> <li>INCo to engage with parents to build strong parental relationships for disadvantaged pupils with complex needs</li> <li>INCo to engage with external agencies, cascading key messages and delivering and implementing advice, alongside other staff</li> <li>Inclusion team to support with reactive behaviour management across the school</li> <li>Inclusion team to support children with complex behaviours and learning needs through intervention groups to accelerate their progress to improve outcomes for vulnerable groups linked to PPG</li> <li>Specialised training for INCo to run high-quality interventions relating to trauma and mental health</li> <li>INCo to be mental health lead across the school</li> <li>Weekly inclusion team meetings to identify key children with a focus on disadvantaged pupils – led by Head of Inclusion</li> <li>Head of inclusion to monitor the data of disadvantaged pupils with SEND</li> </ul>	Behaviour case studies PPG case studies Measuring small steps, e.g. use of Boxall profiles / Strengths and Difficulties Questionnaire	Head of inclusion	Termly	£46,937
<b>Total budgeted cost</b>				£108,435

### iii. Other approaches

*To accelerate the progress and attainment of disadvantaged pupils, particularly those with complex additional needs*

*Enhanced support is provided to support children with social, emotional and mental health needs across the school through a therapeutic approach to behaviour management.*

*Attendance will improve for the disadvantaged group*

Chosen action/approach	How will you ensure it is implemented well?	Staff Lead	Review	Cost
<p><b>To ensure pupils basic needs are met when arriving to school:</b></p> <ul style="list-style-type: none"> <li>School to continue to engage in the 'Magic Breakfast' initiative, funded by the DfE until March 2020</li> <li>PPG funding to fund an additional adult, 1 hour per day to prepare bagels for children</li> <li>Staff to 'meet and greet' pupils and parents by shaking their hands as they come to collect their bagel</li> </ul>	<p>Complete surveys through Magic Breakfast</p> <p>Staff / pupil / parent voice</p>	<p>AHT</p> <p>MB TA</p>	Termly	£5, 000
<p><b>Improve parental engagement:</b></p> <ul style="list-style-type: none"> <li>Appoint Family Worker to work within the school 52 weeks a year. Worker to work with vulnerable families.</li> <li>Improve parental engagement including holding coffee mornings / stay and plays etc</li> <li>Provide a wide range of support for disadvantaged families including attendance, routines, and standards of behaviour, basic needs, and communication with the school.</li> <li>Act as a support and referral to specialist services for disadvantaged parents.</li> <li>School to run WOW days with parental engagement / open door workshops / stay and plays etc. Monitor attendance of disadvantaged families.</li> <li>Phase leaders to increase parental engagement in phases including persistent absence / vulnerable families.</li> </ul>	<p>PPG case studies</p> <p>Attendance registers for parental events/parents evening</p>	Head of Inclusion	Termly	£25, 694
<p><b>Wider opportunities for disadvantaged pupils:</b></p> <ul style="list-style-type: none"> <li>Opportunity to learn a musical instrument (cello and tenor horn) across Y4</li> <li>Additional staff clubs (art / Lego / reading / homework etc)</li> </ul>	<p>Subject leader data analysis</p>	SLs	Termly	£1, 620
<p><b>Educational Assistance Dog:</b></p> <ul style="list-style-type: none"> <li>To provide attendance support for persistent absentees from the disadvantaged group – meet them in the morning for Murphy's morning walk</li> <li>Provide specific reward time for disadvantaged pupils with SEMH needs</li> <li>Provide reading support for reluctant readers in the disadvantaged group</li> </ul>	<p>Individual case studies</p> <p>School dog case studies</p>	HT	Termly	£3, 000



<ul style="list-style-type: none"> <li>• Provide highly motivational movement breaks for children in the disadvantaged group with complex additional needs</li> <li>• Highly motivational ensuring disadvantaged children have positive experiences at school</li> </ul>				
<b>Total budgeted cost</b>				£35,314
<b>Total Spend</b>				£182,160

## 6. Review of Expenditure

**Academic year**      **2017/18**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Estimated Impact	Lessons Learned	RAG Rating
<b>To provide high-quality leadership of outcomes for disadvantaged pupils</b>	<ul style="list-style-type: none"> <li>• Cohort analysis sheet embedded across the school to monitor the data of disadvantaged pupils rigorously</li> <li>• Data tracking shows rapid gains in pupils' progress in EYs and Y1 phonics data. Following leadership monitoring appropriate interventions were able to be put into place in Y2 and Y6 to rapidly improve outcomes for all children; including disadvantaged.</li> <li>• In 2018, all data broadly in line with the previous year, apart from Y6, which maintained in line with National figures. Disadvantaged pupils outperformed other pupils nationally for RWM in Y6.</li> <li>• High-quality tracking of disadvantaged pupils through pupil progress meetings, clear actions set by phase leaders and monitored for impact.</li> <li>• Reporting of outcomes for disadvantaged pupils to the local authority and governing board</li> <li>• Specialised training for teachers through phase meetings</li> <li>• Targeted support for disadvantaged pupils and their families (i.e. attendance; child protection; family support; behaviour support; interventions)</li> </ul>	<p>Case studies show good impact.</p> <p>Maintain provision.</p>	

	<ul style="list-style-type: none"> <li>• Timetabling and reviewing intervention support to accelerate the progress of disadvantaged pupils</li> <li>• Leadership and Management continues to be graded as good by the Local Authority during monitoring visits.</li> </ul>		
<p><b>Improved teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively (Sutton Trust Recommendation, 2015).</b></p>	<ul style="list-style-type: none"> <li>• All leaders attended ASP training within the local authority. All leaders now have a good understanding of data and intervene when necessary</li> <li>• Professional library begun for staff; staff beginning to take books</li> <li>• Improved focus on moderation: leaders meet termly with class teachers to moderate; staff attend local authority moderation clusters; joined with other local schools to externally moderate with a focus on disadvantaged pupils</li> <li>• Began to develop a set of school exemplification materials; staff now feel more confident when assessing children’s work and have examples to refer to for support</li> <li>• Work is assessed more accurately across the school</li> <li>• Early Years moderation for the Local Authority agreed that work in the Early Years is well assessed by practitioners</li> </ul>	<p>Following spot checks of moderations, there is still work to be done for accurate assessments in some year groups in the school</p> <p>Provision has strongly support increased provision for disadvantaged pupils – continue.</p>	

<b>ii. Targeted support</b>			
<b>Chosen action/approach</b>	<b>Estimated Impact</b>	<b>Lessons Learnt</b>	<b>RAG Rating</b>
<p><b>Improved outcomes for disadvantaged children in communication and language by the end of the Early Years Foundation Stage, from low baseline data.</b></p>	<ul style="list-style-type: none"> <li>• In the Nursery cohort, there was a 16% rise in outcomes for the disadvantaged cohort following interventions for speech and language.</li> <li>• In the Reception cohort, there was a 20% rise in outcomes for the disadvantaged cohort following interventions for speech and language. They outperform non-disadvantaged children (End of Spring, 2018).</li> </ul>	<p>The communication and language assistant employed hold specialist knowledge, allowing pupils to make accelerated progress. Continue with provision.</p>	

		Knowledge is now being shared with other intervention TAs across the school through training.	
<b>Targeted interventions to support the needs of disadvantaged pupils at risk of falling behind.</b>	<ul style="list-style-type: none"> <li>• Progress for disadvantaged pupils is strong across EYs and Year 1.</li> <li>• Progress for disadvantaged pupils in Y2 was slower in Reading and Writing</li> <li>• Across KS2, pupils made progress that was slower than their peers; apart from in Year 6 where provision was targeted. In Year 6 progress was in line or above that of their peers.</li> </ul>	<p>LKS2 and UKS2 intervention TAs were redeployed to support ENF funded pupils. Ensure they are protected where possible.</p> <p>All staff to produce provision maps to be monitored by the PPG lead.</p> <p>Ensure intervention time is protected across the school.</p> <p>Provision to continue.</p>	
<b>Strengthen in-house attendance improvement</b>	<ul style="list-style-type: none"> <li>• The school family worker has been able to gain a good relationship with a number of vulnerable families. Case studies evidence improved attendance.</li> <li>• Further support from an attendance specialist has been sought to train new attendance officer 1 day per week</li> </ul>	<p>School dog worked as a large incentive for children and should be used moving forward</p> <p>The supportive approach worked</p>	

		<p>more effectively than punitive</p> <p>Review leadership of attendance and consider how to maintain once HCC Attendance Improvement service reduces following Government reduction to Education Services Grant</p> <p>Maintain provision.</p>	
<p><b>Targeted support for children with social, emotional and mental health needs</b></p>	<ul style="list-style-type: none"> <li>• School INCo / Intervention TAs ran successful interventions including protective behaviours, Drawing and Talking, following specialised training</li> <li>• Safe spaces developed to support children’s needs</li> <li>• Two disadvantaged children moved to specialist provision to meet their SEMH needs</li> <li>• The school INCo joined the school inclusion team as a qualified teacher to run the school’s Rainbow Room. Children now receive personalised teaching when they are too overwhelmed to be in a classroom environment and are supported to reintegrate into class over the course of a lesson or day. Children who regularly use the Rainbow Room are often disadvantaged children.</li> <li>• Disadvantaged children are regularly supported by our school dog. Case studies evidence that he has reduced incidence of crisis through breaks in the day and is able to reduce the intensity and time in crisis for children, allowing them to get back to learning more quickly.</li> </ul>	<p>Providing a teacher ensures children can complete missed learning opportunities</p> <p>School dog is reducing the time INCo spends dealing with children in crisis</p> <p>Children are spending less time in crisis due to high quality interventions received</p>	

		This has had a good impact – maintain the provision	
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### iii. Other approaches

Chosen action/approach	Estimated Impact	Lessons Learnt	RAG Rating
<b>Improve parental engagement</b>	<ul style="list-style-type: none"> <li>• Hard to reach families are attending school events / coffee mornings at school</li> <li>• Home visits completed by school family worker</li> <li>• Events run by school family worker in the school holidays, allowing parents opportunity to access school support outside of term time</li> <li>• Parental feedback regarding WOW days is positive. More parental visits to school</li> <li>• Attendance club run by sports coach in the mornings is attended by disadvantaged pupils to support parents to get children into school, on time.</li> </ul>	Family events outside of term time are very popular – school to facilitate as many of these as possible	
<b>Wider opportunities for disadvantaged pupils</b>	<ul style="list-style-type: none"> <li>• Pupils show high levels of engagement in these sessions including disadvantaged pupils</li> <li>• Staff engage with additional training and contributions from the school music service such as tea and symphony training sessions for CPD</li> <li>• Pupil's voice indicates that they enjoy these sessions</li> <li>• Parental voice indicates that they would like these sessions to stay in the curriculum</li> </ul>	Good provision - maintain	
<b>Educational Assistance Dog</b>	<ul style="list-style-type: none"> <li>• Case studies indicate a significant impact for individual disadvantaged pupils</li> <li>• Pupil's voice indicates that they feel Murphy is a positive attribute to the school</li> <li>• Behaviour incidents are declining in the school</li> <li>• Staff voice indicates that pupils respond well to Murphy. He is used as an incentive to all pupils, as an engagement tool for learning and as a support for children in crisis.</li> <li>• Staff voice indicates that incidents of disruption in their classroom have diminished allowing them to teach, subsequently, disadvantaged pupils will have benefitted</li> <li>• Staff voice indicates that their well-being is supported</li> </ul>	Maintain provision.	