

## Monkwick Infant and Nursery- Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending on pupil premium had within our school.

### School Overview

Detail	Data
School name	Monkwick Infant School and Nursery
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	32% ( 47 pupils 23-24) Reception 7 children Year 1 - 21 Year 2 - 19
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	From 2023/24 to 2026/2027
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024/25/26
Statement authorised by	Claire Holmes, Headteacher
Pupil premium lead	SLT
Governor / Trustee lead	Carol Carlsson Brown

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,017
Recovery premium funding allocation this academic year	£7975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£80,017

## Part A: Pupil premium strategy plan

### Statement of intent

*Monkwick Infant and Nursery School is committed to providing the very best education for all of our children. Our school is a nurturing and friendly place where we work together to develop curiosity and a lifelong love of learning. Through an environment which is inclusive, creative and respectful we can all flourish and reach our full potential. Our inclusive values are:*

- *We respect*
- *We achieve*
- *We learn*

*We have the highest aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate high-quality provision for pupils who belong to any disadvantaged or vulnerable groups. We are committed to looking at every child holistically and supporting the families in which they live to open up educational opportunities. All our staff strive to overcome barriers to learning for pupils and give every individual the best possible chance of success. The purpose of the Pupil Premium is to target support to diminish the difference (in attainment, progress and achievement) between pupils who are eligible for pupil premium funding and their peers. We have focussed our funding at ensuring pupils attend school emotionally ready to learn and to support them to engage with excellent educational provision.*

*A central strand of our approach is to ensure that all our children develop excellent communication skills, including the acquisition of key vocabulary. This is a key focus for the next three years. When making decisions about using Pupil Premium funding we have considered the wider context of our school and the subsequent challenges faced. Many of our very young children have experienced a high number of ACES and an understanding of this in terms of TPP research is key to our work and priorities. Research conducted by EEF has been used to support decisions around the usefulness of different strategies and their value for money. Most importantly we provide a safe atmosphere where all children are valued: ensuring that this experience of school is a positive one. We believe that self-esteem plays a vital part in raising children's achievement. As part of this work, we recognise all children's effort, enthusiasm, progress and achievement.*

### Challenges

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

Challenge number	Detail of challenge
1	<p><b>Assessments, observations, and discussions with pupils indicate underdeveloped language and communication among many disadvantaged pupils from our two-year-olds through to KS. In general, these are more prevalent among our disadvantaged pupils than their peers in the Early Years and KS1.</b></p> <p>Data:  32 children are on the speech and language therapists caseload.  Language Link: 33 Children in KS1 accessing interventions  13 children in Reception (14 Disadvantaged children across school).</p>
2	<p><b>A disproportionate number of disadvantaged pupils need support for SEMH issues or have social care involvement when compared to non-disadvantaged pupils.</b></p> <p>Data: 61% of D children receive support for SEMH issues and other learning needs from the FSW and the school's Pastoral team. This includes Nurture support, family liaison and well-being mentors. 30% have or have recently had social care involvement. The main barriers are maternal mental health, capacity and resilience of parents.  FSW supports 75 families 40% of whom are D.</p>
3	<p><b>Attainment in writing has fallen in line with national expectations affecting children's ability to communicate effectively across the curriculum.</b> A disproportionate number of disadvantaged children have not met expected standards in writing compared to Non-disadvantage peers 14.7 % gap 22-23.</p>
4	<p><b>Low attendance rate and high persistent absenteeism amongst disadvantaged pupils when compared to non-disadvantaged pupils.</b></p> <p>Figures for persistent absenteeism ( ie-&lt;90% overall attendance) that show a 10.8% gap between D and ND(Dec 23)  Figures for the whole school population are above national figures  Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p><b>Too many children are not able to read age-appropriate texts with prosody and fluency.</b></p> <p>Data: There was a significant gap of 18% between N-D and D pupils achieving the expected standard.</p>
6	<p><b>Some Pupils have poor learning behaviours.</b></p> <p>Internal assessments, pupil voice and observations indicate many pupils have poor learning and metacognition skills. This disproportionately affects D children.</p>

## 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
To improve oracy, language skills and vocabulary for all pupils ( particularly disadvantaged pupils)	Internal assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved social and emotional well-being for all pupils ( but particularly disadvantaged pupils).	<p>Measured by:</p> <ul style="list-style-type: none"> <li>● Children will be able to reflect upon their learning, engage with challenges and be motivated to tackle any learning. Develop resilience.</li> <li>● Children can talk about the learning behaviours needed to be successful.</li> <li>● Children can identify when learning may be difficult and use strategies to help them overcome this, they can share what barriers they have in discussions with adults.</li> <li>● qualitative data from pupil perception, parent surveys and teacher observations</li> <li>● a significant increase in participation in enrichment activities, particularly among D children.</li> <li>● % of children in class taking breakfast.</li> </ul>
Improve writing attainment for all pupils ( but particularly disadvantaged pupils)	<ul style="list-style-type: none"> <li>● KS1 outcomes are at least in line or above in writing.</li> <li>● increase in the % of children attaining GD from 22/23.</li> <li>● Internal moderation of writing indicates a significant improvement for all pupils across all phases.</li> </ul>

<p>To improve attendance for persistent absentees with a particular focus on those who are disadvantaged.</p>	<ul style="list-style-type: none"> <li>● Overall figures for PA are in line with national averages by 24/25.</li> <li>● The gap between N-D and D diminishes.</li> </ul>
<p>To improve reading for all pupils ( but particularly disadvantaged pupils)</p>	<ul style="list-style-type: none"> <li>● KS1 outcomes are at least the national average by 24/25</li> <li>● The gap between N-D and D pupils diminishes by 24/25.</li> <li>● Pupil voice and parent surveys show that children are enthusiastic about reading.</li> <li>● Internal assessments and monitoring demonstrate progress in fluency.</li> </ul>
<p>To improve learning behaviours of all children ( but particularly disadvantaged pupils)</p>	<p>This is evident when triangulated with other sources of evidence including observations, pupils' voices, parent voices and teacher observations.</p> <ul style="list-style-type: none"> <li>● responsive to each other's needs</li> <li>● will resolve disagreements respectfully by using a range of strategies.</li> <li>● are emotionally literate.</li> <li>● are resilient to change and challenge.</li> <li>● have the emotional vocabulary to express their feelings.</li> <li>● understand the importance of well-being as part of their holistic development.</li> </ul>

## 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>National College subscription</u></b> <b><u>£ 2400</u></b></p>	<p>Access for all staff to ongoing professional development platform to drive up standards.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p><b><u>The PIXL club-</u></b> <b><u>£2000</u></b></p>	<p>The online platform has three aims:</p> <ol style="list-style-type: none"> <li>1. Improving life chances and outcomes for young people</li> <li>2. Influencing school leadership regionally and nationally</li> <li>3. Helping school leaders be the agents of change for the betterment of students.</li> </ol> <p>Teachers also have access to an online platform within 'Pixl Club' that supports character development.</p>	<p>1,3,5,6</p>
<p><b><u>Improving teacher expertise in speech and language communication.</u></b></p>	<p>Teaching Approaches that are being focused on</p> <p>Ordinarily Available</p> <p>4 principles of teaching and learning - Prior to teaching - I do- We do- You do approach.</p> <p>Language Link Intervention</p> <p>Talk for Writing</p> <p>Talk for Maths</p> <p>Tales tool kit</p> <p>Let's draw - Greg Bottrill</p> <p>Elklan training for all staff - school working towards achieving 'Communication friendly' status by the end of 2024.</p> <p>Talk Boost</p>	

<p><b><u>Venn Hub</u></b>  <b><u>Mastering Number CPD for teachers to disseminate to across the school.</u></b>  <b><u>Teachers trained in each phase to train others.</u></b></p>	<p>Education Policy Institute: High-quality CPD for teachers has a significant effect on pupils' learning outcomes.  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</a>   <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics">https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</a></p>	<p>1, 5</p>
<p><b><u>Little Wandle Phonics £5000</u></b>  <b><u>Ensuring we have fidelity to one accredited, approved scheme.</u></b></p>	<p>DfE, 2013 - Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7. Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently and to read for enjoyment. Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as 'look and say'.  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p>	<p>3, 5, 6, 1</p>
<p><b><u>Pivotal £1000</u></b>  Whole school approach to supporting behaviour.  Recognition boards in classrooms.  Warm welcomes into class in the morning.  In-house training to support the whole school behaviour approach.</p>	<p>EEF toolkit identifies that the following has a positive impact. Social and emotional learning (+ 4 months) Metacognition and self-regulation strategies (+ 7 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>   <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/social-and-emotional-learning</a></p>	<p>2, 1</p>
<p><b><u>Lexia- Subscription £500</u></b></p>	<p>EEF - There are indications that computer-based tutoring approaches can be successful in improving reading comprehension, particularly when they focus</p>	<p>5, 1</p>

	<p>on the development of strategies and self-questioning skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	
<b><u>Tales Toolkit - subscription</u></b>	<p>Tales Toolkit develops many areas of learning, skills and characteristics of effective learning including language, literacy, social skills, creativity, confidence, empathy, boys writing, problem-solving, maths.</p> <p><a href="https://talestoolkit.com/#home-section-two">https://talestoolkit.com/#home-section-two</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/tales-toolkit-2023-pilot">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/tales-toolkit-2023-pilot</a></p>	5, 3, 1

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

Budgeted cost: £ 10,900

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><b>£42,000</b> <b><u>1:1 support/small group funding costs</u></b> We fund closely monitored and evaluated interventions led by either a skilled learning support assistant or an extra teacher e.g. speech and language groups, Motional, Smart thinking, Catch Up Reading and focus challenge groups. This support is based on needs identified through data analysis.</p>	<p>EEF/NFER- research shows there is a large attainment gap for disadvantaged pupils, which appears to have extended due to the pandemic/remote learning provision</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Metacognition and Self-regulation: The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for</p>	2, 6, 1



	<p>their learning and develop their understanding of what is required to succeed.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	
<b><u>1:1/ small group Literacy support</u></b>	<p>Daily Little Wandle phonic interventions: Rapid catch-up/ precision phonics Tales Toolkit - support with storytelling and writing. <a href="https://talestoolkit.com/#home-section-two">https://talestoolkit.com/#home-section-two</a> Drawing club - imagination and creativity in writing.</p>	
<b><u>1:1/small group Numeracy support</u></b>	<p>1:1 support with pre-teaching concepts First-class number</p>	
<b><u>1:1 /small group SEMH support</u></b>	<p>In our Owls classroom intensive social and nurturing support is delivered by trained LSAs. That includes Lego therapy <a href="https://therapyfocus.org.au/on-the-blog/what-is-lego-therapy/">https://therapyfocus.org.au/on-the-blog/what-is-lego-therapy/</a> Social stories Size of the problem Time to talk Smart thinking</p>	
<b><u>Speech and Language £ trust central support</u></b>	<p>Infant Language Link is an online package enabling schools to identify and support children with mild to moderate speech and language needs, using a standardised screening assessment and tiered levels of intervention support. <a href="#">Language Link</a></p>	1, 3, 5

### **Wider strategies (for example, related to attendance, behaviour, well-being)**

Budgeted cost: £ 42,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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<p><b><u>Family Support Worker £22000</u></b></p> <p>We employ a family support worker who helps parents to manage behaviour and routine in the home. This supports attendance too. Support is given in school through workshops and provides access to other services including family breakdown and crisis. This is an essential resource for many of our vulnerable families. She also does direct work with pupils to support social and emotional needs from home and is a designated lead for safeguarding and supporting SLT. She will also provide supervision for staff to ensure they have a focus on wellbeing and good mental health within their roles.</p>	<p>EEF- Effective parental engagement can lead to learning gains of 3+ months over the course of a year</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</a></p>	<p>2, 4</p>
<p><b><u>Attendance Officer £15000</u></b></p> <p>We fund an attendance officer who supports the school working to improve rates of attendance for pupil premium children. Schools focus on the use of the trust 'attendance is achievement' strategy, which provides strategies to work with parents and pupils around ESBA</p>	<p>Improved attendance leads to improved outcomes.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</a></p>	<p>2, 4</p>

<p>and 'lets talk we miss you'. Root causes are tracked to provide an understanding of how families can best be supported.</p>		
<p><b><u>Behaviour</u></b> <b><u>£500</u></b> Motional Package to support SEMHD through PACE within our own enhanced provision room. TPP training for all staff supports this approach. This continues to be delivered yearly as needs to be embedded in 'every interaction'. <b><u>Therapy Dogs £1000</u></b> to support self-regulation, communicating positively with others and self-esteem.</p>	<p>EEF- The potential impact of metacognition and self-regulation approaches is high (7+ months) Behaviour intervention ( + 3months)</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-break-fast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-break-fast</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	6,2,1
<p><b><u>Yoga Bugs Subscription</u></b> <b><u>£0</u></b></p>	<p>Yoga bugs</p> <p><a href="#">Social and emotional learning   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	2
<p><b><u>Reflect Education</u></b> <b><u>£0</u></b> This supports the development of metacognition skills and resilience to challenges.</p>	<p>Whole class approach to reflecting upon learning</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457</a></p>	2, 3,5,6

<p><b><u>Attendance interventions rapid evidence assessment</u></b>  <b>EEF</b>  <u>See above</u></p>	<p>EEF -This rapid evidence assessment examined the existing research on interventions that aim to improve pupils' school attendance and the characteristics of these interventions, based on a systematic search of existing literature</p> <p><a href="#">Attendance interventions rapid evidence assessment Rapid evidence assessment on attendance interventions for school-aged pupils</a></p>	<p>4</p>
<p><b><u>EBSA - emotionally based school avoidance training</u></b>  <b>£ trust supported</b></p>	<p>National response to post covid issues.</p>	<p>4,2,</p>
<p><b><u>The National Breakfast Scheme</u></b>  Every child will experience a nurtured start to the day with a breakfast station in each room. No child will not be ready for learning because they are hungry.</p>	<p>The National School Breakfast Programme (NSBP) is funded by the Department for Education and delivered by Family Action to support schools in England to provide children with a healthy breakfast at the start of the school day.</p> <p>Family Action is committed to supporting child development, and we believe a healthy school breakfast, without barriers or stigma, can set up children to succeed and give them the very best chance to learn.</p> <p><a href="#">National school breakfast scheme</a></p>	<p>2</p>
<p><b><u>Educational Visits</u></b>  <b>£10000</b>  We subsidise and enhance educational visits to enable access for PPG pupils. These visits are designed to inspire writing, research and cross-curricular learning.</p>	<p>EIF Ofsted- leaders take on or construct a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.</p> <p>TES- It is widely accepted that a person's level of cultural capital is a huge indicator of how well they can succeed academically and engage in wider society.</p> <p>EIF Ofsted- leaders take on or construct a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.</p> <p>EEF – all children deserve a well-rounded culturally rich education.</p>	<p>6, 2, 1,</p>

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>We use the funding to ensure that all children have access to afterschool clubs and education visits throughout their time with us.</p>	
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**Total budgeted cost: £ 48,500**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Reception

The gap between disadvantaged and non was 29% at GLD

Year 1

Year 2 Gaps remained at the end of year stat assessment

Writing 36% Reading 17%

In Maths, PPG children 46% and non-PPG 54% at WA. The overall gap was 25% because fewer children with PPG attained GD, we would surmise this was about the vocabulary needed for the SAT.

We continue to focus our SIP on the development of communication and language skills.

Support for pupils with SEMH was successful with all pupils working within their class bases with support on Summer 23 and only 1 session suspension across the year.

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Externally provided programmes

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

Programme	Provider
Motional- measures mental health and wellbeing in pupils.	Motional
Tales toolkit - develops characteristics of effective learning in pupils.	tales toolkit

Do-be mindful - Mental wellbeing	Do-be Mindful
The Pixl Club	The Pixl club LTD
Lexia	Lexia, a Cambium Learning® Group Brand

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	See above holistic strategies
What was the impact of that spending on service pupil premium eligible pupils?	Family support and attendance-transition from Nursery into reception support.

### Further information (optional)

*We run our own 'enhanced provision' supporting pupils from disadvantaged backgrounds who have dysregulated behaviour as a result of trauma. Within this provision we run a number of interventions and implement a PACE model of relational connection. This supports pupils to manage their own emotional responses and to learn and grow in a safe space. This provision is overseen by the SENco and led by two highly trained LSAs.*