

Pupil Premium Strategy Statement

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 | Watford Field School Infant and Nursery |
| Number of pupils in school | 214 |
| Proportion (%) of pupil premium eligible pupils | 18% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 – 2024 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | B. Martino |
| Pupil premium lead | B. Martino |
| Governor / Trustee lead | Karen West |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £41,638 |
| Recovery premium funding allocation this academic year | £3,190 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £44,828 |

Part A: Pupil premium strategy plan

Statement of intent

Demographics and Context

Watford Field School Infant and Nursery is a community school in central Watford. Watford has a population of approximately 131,326 people. It is situated in Hertfordshire but on the edge of Greater London. It has motorway and train links to London. Although sometimes classed as London, Watford residents do not share the same benefits of living in London, like free transport for under 16 or free meals for all primary aged children.

Our school consists of approximately 220 children ranging from age 3-7. We are a 2 form entry school with approximately 60 children in each year group. We are non-selective and an inclusive school. We have children with all ranges of abilities, languages, beliefs and backgrounds that attend our school.

The percentage of children who are eligible for free school meals is below National average at approximately 15% compare to England at 25%.

The school is above national average who has English as an additional language, which is 52% and England is 21%.

Our Policy for Pupil Premium Funding:

- Quality first teaching is our top priority to ensure that all learners' needs are met and that they receive a high standard education
- High standards of provision is planned and delivered to vulnerable and disadvantage children
- Not all children who are socially disadvantage are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child or groups of children the school has identified as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individual required support
- The school will follow the Education Endowment Foundation model of a tiered approach to identifying priorities and spending the funding
- The tiered approach aligns with the DfE strategy template, so our school can be confident that the school's approach to improvements meets the needs of our children and fulfils the expectations of the Pupil Premium strategy document

1. High quality teaching

At our school, our approach is to 'keep up' not 'catch up'. Therefore we will ensure that an effective qualified teacher is in front of every class, and that every teacher is supported to keep improving. This is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. Our pedagogical approach in teaching is taken from Rosenshine's Principals in Instruction using strategies such as 'I do, we do, they do', worked examples, scaffolded learning and retrieval of knowledge. As a school, we are a true believer in ensuring all staff receive up-to-date training on pedagogy and cognitive science. The staff receive training in these strategies and they are used throughout all subjects. The effectiveness of these strategies are monitored through learning walks, observations, appraisals and assessments.

2. Targeted academic support

Teachers and teaching assistants will provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum. This is an essential ingredient of an effective pupil premium strategy. This will mainly be in phonics and if a child has not made expected progress. They will then receive phonics tuition which is delivered in a 1:1 situation, until the child has made progress.

3. Wider strategies

Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment.

Disadvantage Children and Barriers to Learning

Children that attend our school, whom are from disadvantage backgrounds, may face complex family situations which puts extra pressures on their home life and them as learners. Barriers to their learning could encompass stresses and worries of no stability of funds to pay for bills or food, which in turn creates social pressures. These impact on the family's self-esteems, self-worth, confidence and mental health and wellbeing. With these added stresses in the family home, this might lead to less support for the child at home, less communication, less drive or ambition and less perseverance when things become challenging. As a school we are committed to supporting children from vulnerable or disadvantage background holistically to ensure that they are feeling safe and secure in order to learn.

We believe that children's wellbeing is pinnacle to their learning. Our school analyses each individual child and take, not only an academic approach, but holistic one too in order to break down barriers so that good progress is made and attainment is raised in their learning. This may include funding a club outside of school, funding Relax Kids to

support them to regulate their emotions or funding a family support worker in order to help families with extra pressures at home.

It is clear from our baselines in Nursery and Reception, that children start school with low Communication and Language, Literacy and Maths skills. The school recognise that in these areas children will need to be tracked and monitored to ensure they make expected to accelerated progress.

Through regular formative assessment and termly summative assessment it is evident that Communication and Language, Literacy and Maths are the areas in which there are still gaps. However, due to robust monitoring and tracking these gaps are beginning to narrow especially in the Early Years. The gap is larger at greater depth. The school has a long term plan to ensure these gaps are addressed through high quality first teaching.

Ultimate Objectives:

- To ensure the school narrow the gaps between disadvantage and non-disadvantaged learners compared to national and internal data and sustain this
- Experiences for children and for them to be equipped with strong foundations to take their learning further, to have lifelong ambition, good vocabulary and understanding and social support
- To ensure their learning is not at a disadvantage because of their family's economic circumstances
- To not feel any difference or disadvantaged due to circumstances beyond their control
- High quality planned teaching to ensure all children have experiences to enhance their learning

Achieving these objectives

Our approach will be responsive to challenges and individual needs, through formative and diagnostic assessments, not assumptions about the impact of being disadvantaged. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- ensure disadvantaged children are supported and challenged in their learning
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged children's' outcomes and raise expectations of what they can achieve

Through completing a holistic pupil profile in order to identify the needs of the learner, all staff will respond to the individual needs through assessment for learning. Staff will not make assumptions on children's experiences, knowledge and understanding. All staff will take the responsibility for all disadvantaged children's outcomes.

Our strategy takes a holistic approach to the learners. Well-being is a key priority in order to break down barriers. Through our support with Relax Kids, the drama therapist and the family support worker and Zones of Regulation, children know that they are listened to, feel safe and cared for. This will support their minds to be in a better place to learn. Also, through investing in Quality First Teaching, we are ensuring that all children receive a high quality of education.

From knowing our children we will continually review and enhance our curriculum to ensure all children have experiences to draw upon their learning. By ensuring that planned experiences are embedded into the curriculum we feel that this will impact on the children's communication and language skills. This will help raise attainment in their comprehension and writing skills. RWI, Training for Talk for Writing and Essential Maths training will be attended by all staff which will also ensure consistent understanding and teaching of using oracy and repetitiveness to impact on learning.

All staff will understand the purpose, importance and strategies for interventions and to act early to intervene to ensure there is progress being made. This first point of call for an intervention will be in the lesson when a misconception has been identified. If a child is 'stuck' and not making progress then a bespoke, short intervention will be devised and delivered to ensure that child gets 'back on track'.

All staff will ensure that attendance is a priority and to ensure that lost learning is being mitigated through addressing this with parents. Parents will be informed the importance of attending school and the impact on learning.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Low baseline in communication and language when children start in Reception. Through observations, end of year data from reception and baselines it is evident there are gaps in communication and language and this is more prevalent in disadvantage children -</p> <p>80% of PP children start Reception below age expectation in Communication and language</p> <p>66% of EYPP children start Nursery below age expectation in Communication and language</p> |
| 2 | <p>Segmenting and blending in phonics - Discussions with the early years team suggests that children struggle to identify the sounds when segmenting and blending words and this is more prevalent with disadvantage children.</p> <p>This delays children from reading graphemes and reading books. This gap does narrow but not significantly enough by the end of KS1.</p> |
| 3 | <p>Maths strategies and language - Maths results, as a trend, tend to show that disadvantage children attaining expected and greater depth is significantly lower than non-disadvantage. Understanding of mathematical language is a key indicator for this discrepancy.</p> |
| 4 | <p>Regulation and self-esteem. Through ongoing observations and discussions with staff, children struggle to self-affirm, recognise their skills and achievements. Children find it challenging to identify their feelings and how to act upon which in turn can impact on their learning.</p> |
| 5 | <p>Families experiencing bereavement or cost of living – change of circumstances at home which have impacted on support and attendance for their child. Staff discussions about their class and their needs have increased.</p> |
| 6 | <p>Lack of opportunities and simple experiences. Observations from staff revealed that children had little life experiences and lacked understanding when discussing stories or discussing wider curriculum topics.</p> |
| 7 | <p>Attendance for Pupil Premium is approximately 91%. The school is aiming for 95% for attendance for all 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 |
|---|---|
| Improve communication and language and vocabulary development | Children will develop and use language in order to explain their needs, reason their thoughts and share their knowledge. Children will have more confidence to speak coherently to adults and their peers. |
| Improve phonics and reading | Children will be confident in their phonics and be able to apply them in order to improve their reading. |
| Improve the language of maths | All year groups to embed the Essential Maths Teaching sequence to ensure consistency of mathematical language is taught and developed. |
| Improve the attainment of maths | To ensure the correct sequence of learning is taught in the correct order to build upon prior knowledge and skills. Pedagogy will be enhance to ensure all learners are engaged and are fluent in mathematical language and strategies. |
| Support families in their circumstance to improve support and attendance | Teachers and teaching assistance to complete the Pupil Premium Profile to look at the child holistically to see is support can be put in place Family support worker to assist the families to help them support their children's development, well-being and learning Attendance will improve and parents are supported in understanding the importance of attending daily |
| To improve the attendance for all PP children to above 90% | Using the PP profiles to identify children with low attendance and for teachers to address this with parents Parents to be informed about the importance of high attendance and the impact of learning |
| To improve in identifying and implementing strategies to address issues and improving well- being for children to give a positive impact on learning and attainment | To continue with children accessing the intervention programmes in developing strategies to help support their well-being and how to overcome challenges |
| Improve children's knowledge of the world through participation in different experiences to increase understanding and language. | Increased opportunities within all areas of the curriculum to ensure all children start their learning equally and can draw upon their knowledge |

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: £20,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>With the support from Herts For Learning Maths TLA we will ensure that within maths, curriculum pedagogy.</p> | <p>Evidence shows that learners will progress when practitioners' understand how children learn mathematics</p> <p>Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy.</p> <p>Developmental progressions show us how children typically learn mathematical concepts and can inform teaching.</p> <p>Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders</p> <p>.https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> | <p>1 and 3</p> |
| <p>A clear Curriculum with clear progression and focussed vocabulary</p> | <p>https://educationendowmentfoundation.org.uk/news/eef-blog-anchoring-curriculum-knowledge-using-metacognitive-strategies?utm_source=/news/eef-blog-anchoring-curriculum-knowledge-using-metacognitive-strategies&utm_medium=search&utm_campaign=site_search&search_term=cur</p> <p>Evidence shows that a clear progressive Curriculum with retrieval opportunities will support all learners. Clear, concise learning with which builds upon prior learning will help learners lock information into their long term memory and will make connections with other learning.</p> | <p>1,3 and 6</p> |
| <p>Curriculum Experiences enhancing the curriculum</p> | <p>https://schools.essex.gov.uk/pupils/pupil-premium/Documents/Toolkit.pdf</p> <p>Marc Rowland's research on the importance of knowing the barriers to learning and ensuring when children step into the classroom ready for learning all children start equally and are not at a</p> | <p>1, 4 and 6</p> |

| | | |
|---|--|------------|
| | disadvantage due to their family's economic disposition. | |
| Phonics Training for all staff to ensure consistency of high quality Purchase of the RWI online Hub with resources and up-to-date training clips | Ensuring that all staff receive up-to-date training and ongoing support for the RWI manager and Phonics Portal so that there is consistent high quality teaching of phonics. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1 and 2 |
| Develop children's speaking and listening skills and wider understanding of language | There is evidence to suggest that developing children's speaking and listening and oracy skills will impact on their Literacy skills. It will develop their comprehension which in turn will impact their structures for writing. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 | 1, 2 and 6 |

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

Budgeted cost: £14,233

| Activity | Evidence that supports this approach | Challenge number (s) addressed |
|--|--|--------------------------------|
| TLA Maths - support Teachers and Teaching assistants in planning for effective intervention for disadvantaged children | <p>Evidence shows that subject knowledge for teaching staff is key to ensure high quality first teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Marc Rowland - Addressing the Educational Disadvantage in Schools and Colleges - The Essex Way</p> | 1,2,3 and 4 |
| Phonics Training for Phonics Tuition intervention to support children in progressing in their learning. | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Teaching assistance will receive ongoing training and support in phonic tuition which is an intervention programme linked to the RWI phonics programme</p> | 1 and 2 |
| TA – smaller more targeted phonics/maths group groups | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Teaching assistance will receive ongoing training and support in phonic tuition which is an intervention programme linked to the RWI phonics programme. Smaller groups will help those children who come against a barrier.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 1,2,3 and 4 |

| | | |
|--|---|--------------------|
| <p>TA interventions NELI programme Welcomm programme</p> | <p>Children will be assessed and identified with language gaps. Children will receive scripted individual and small-group language teaching sessions delivered by teaching assistants, or early years educators, to children identified as being in need of targeted language support.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model?utm_source=/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model&utm_medium=search&utm_campaign=site_search&search_term=Neli</p> | <p>1,2,3 and 4</p> |
|--|---|--------------------|

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

Budgeted cost: £14,837

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Family support worker</p> | <p>Evidence shows from previous cases that with intervention and support for the family it helps the parents deal with their own issues which in turn allows them to be in a better place to focus on and support their child.</p> <p>https://www.hertfordshire.gov.uk/microsites/virtual-school/policies-and-guidance.aspx?searchInput=attachment%20&page=1&resultsPerPage=10&view=list</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p> <p>https://www.zonesofregulation.com/learn-more-about-the-zones.html</p> | <p>5</p> |
| <p>To fund intervention therapies to support children in developing and using strategies to help regulate</p> | <p>There is very strong evidence that when children feel in a secure and safe place in their well-being they are ready to learn. We can aid children the tools to know what it is like to feel safe and not feel safe and what to do about it. We can give strategies to children to know what to do if something is bothering them creating a barrier to their learning. Although not every problem can be solved it is important the children know and understand that we recognise and value their barriers and help children overcome or address them to ensure their learning is not impacted on. There is also strong evidence that if teacher's knowledge, understanding and attitudes of barriers such as ACEs and attachment disorders, that</p> | <p>4 and 5</p> |

| | | |
|---|--|----------|
| <p>their emotions Drama Therapist Protective behaviours Happy Human Project STEP training for behaviour</p> | <p>they are able to ensure their teaching and pedagogy is adapted to meet these learner's needs.</p> <p>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=self%20regu</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p> <p>https://www.zonesofregulation.com/learn-more-about-the-zones.html</p> <p>https://www.hertfordshire.gov.uk/microsites/virtual-school/policies-and-guidance.aspx?searchInput=attachment%20&page=1&resultsPerPage=10&view=list</p> | |
| <p>Breakfast club/ after schools clubs milk uniform</p> | <p>There is strong evidence to suggest if children attend breakfast club, and have had a good nutritional breakfast with a range of activities to be involved with this will impact on their learning.</p> <p>Marc Rowland – An undated Practical guide to The Pupil Premium</p> | <p>5</p> |

Total budgeted cost: £ 49,170

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

| <u>Year 2 End of Key Stage Results 57 children 2023 -2024</u> | | | |
|---|-----------|---------------|-----------|
| <u>44 non- pupil premium</u> | | | |
| <u>13 – pupil premium</u> | | | |
| <u>Reading</u> | | | |
| | Below | EXS and above | Above |
| Non- disadvantage (44) | 9% (4) | 90.9% (40) | 59% (26) |
| Disadvantage 13 | 7.7% (1) | 92.3% (12) | 53.8% (7) |
| <p>The gap has narrowed between disadvantage and non-disadvantage children in reading for end of Key-Stage for this cohort. There has been an increase of disadvantaged children achieving greater depth in reading compared to previous years.</p> <p>The 1 child who is below age-related is SEND and was receiving fast track phonics, a 1:1 tutoring programme.</p> | | | |
| <u>Writing</u> | | | |
| | Below | EXS and above | Above |
| Non- disadvantage (44) | 15.9% (7) | 84% (37) | 20.5% (9) |
| Disadvantage (13) | 23% (3) | 77% (10) | 23% (3) |
| <p>Talk for Writing has been embedded this year which is still having impact. The teaching is consistent using the same approach from Nursery to Year 2. All staff receive up-to-date training and the Literacy Co-ordinator monitors teaching and learning and feedback to staff to support the development of their teaching.</p> | | | |

Maths

| | Below | EXS and above | Above |
|---------------------------|---------|---------------|----------|
| Non- disadvantage (44) | 9% (4) | 90.0% (40) | 54% (24) |
| Disadvantage (13) | 23% (3) | 77% (10) | 30% (4) |

Essential Maths Learning Sequence, from Herts For Learning is now consistently used across Early Years and KS1. Teachers have embedded Rosenshine's effective strategies in to their planning and teaching. For the 3 children that were working below, one was classed as vulnerable, 2 were SEND but had made progress. Reasoning was the area of need.

The school improvement plan next academic year will ensure there are more training opportunities to develop teachers in enhancing their quality first teaching so that every child is able to access their learning. More experiences will be planned for.

Year 1 End of year DATA children non pupil premium and pupil premium

Reading

| | Below | EXS and above | Gap between groups |
|-------------------------|---------|---------------|---|
| Non- disadvantage 54 | 12% (7) | 88% (47) | Disadvantage children is 4% lower at expected than non-disadvantage |
| Disadvantage 6 | 16% (1) | 84% (5) | |

Although the gap is not narrowed, it had significantly reduced. Children who have not made progress were identified and received 'fact track phonics'

Writing

| | Below | EXS and above | Gap between groups |
|-------------------------|---------|---------------|--|
| Non- disadvantage 54 | 17% (9) | 83% (45) | There is a 16% gap between working at expected level. One disadvantage child is expected to make accelerated progress until the end of Year 2. |
| Disadvantage 6 | 33% (2) | 67% (4) | |

Teachers are receiving training and development days in Talk For Writing and the English co-ordinator monitors writing throughout the school and gives feedback to teachers. EYFS now follow the Talk For Writing approach and so there is a more consistent approach across the school. The children who are below in writing received extra support and has made excellent progress from their starting point.

Maths

| | Below | EXS and above | Gap between groups |
|-------------------|---------|---------------|---|
| Non- disadvantage | 12% (7) | 88% (47) | In maths the gap has narrowed. All teachers are consistently using Essential Maths teaching sequence. |
| Disadvantage | 16% (1) | 84% (5) | |

Maths TLA and Maths lead have been supporting in adapting the planning to support all children. The embedded approach of Rosenshine's Principals in Instruction in all the maths lessons has been successful in supporting learning through quality first teaching.

KS1 teaching have had a development afternoon with the Maths TLA to support with adapting the plans to meet the children's needs.

Phonic Screening Year 1 2023 -2024

| 60 children | Below | EXS | Gap % |
|--|---------|----------|--|
| Non- disadvantage 54 | 10% (5) | 90% (49) | Although the gap was 10%, the child who did not pass had support in Mental health and Wellbeing. |
| Disadvantage 6 1 child was absent so a total of 5 children took the test. | 20% (1) | 80% (4) | |

Phonic Screening Year 2 2023 – 2024

| 10 children | Below | EXS | Gap % |
|---------------------|-------|-----|--|
| Non- disadvantage 3 | 1 | 2 | One child did not pass the Year phonics screening. This child had received additional support for phonics and was on an SSP for extra support. |
| Disadvantage 7 | 0 | 7 | |

More training for teaching assistance to carry out fast track phonics 1:1 support has taken place this year. This has help support good quality interventions for those children who are not making progress in their phonics. The phonics lead tracks those children who are not making progress and interventions are implemented immediately.

Early Years 2023 – 2024 End of Year Data

58 children in Reception

Reception GLD

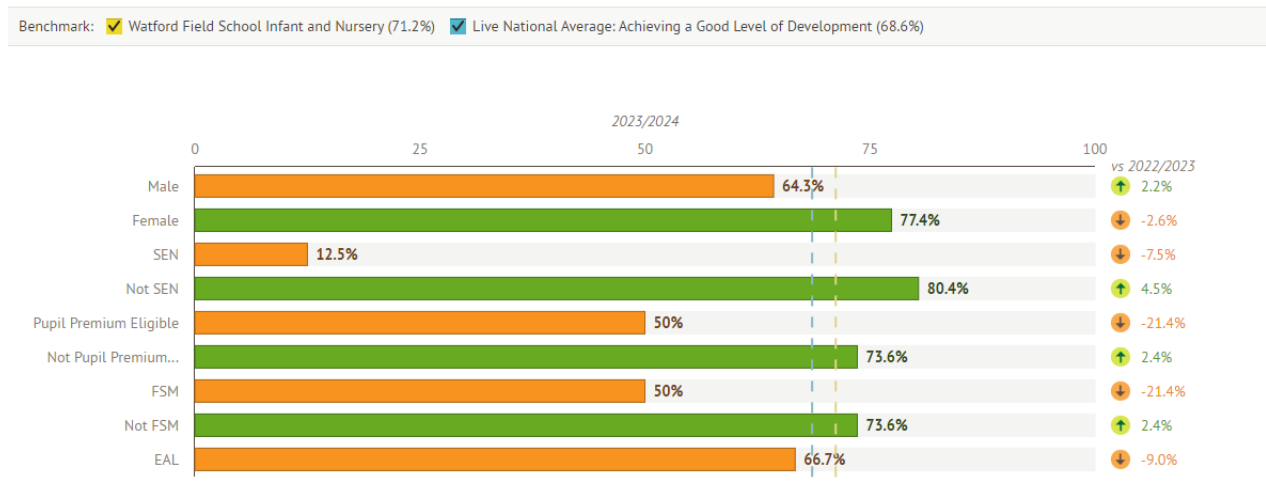
6 children are PP - 3 are SEND

1 has had support from Family support worker

Support with Protective Behaviours

1 children will be referred for Drama Therapy

Fast Track Phonic will be started in Year 1 (September)



We are just above Herts which is 48% but below National at 51.5%

The school recognises that the gap is significant and is working closely with SLT to adapt planning and provision in order to a narrow the gaps. Some children has significant needs and vulnerabilities in which the school is supporting families through early interventions.

| | C&L | PSED | PD | Reading | Writing | Maths | UW | EAD |
|------------------|-----|------|-----|---------|---------|-------|------|-----|
| Disadvantage | 66% | 66% | 66% | 50% | 50% | 66% | 100% | 83% |
| Non-disadvantage | 71% | 78% | 76% | 67% | 66% | 69% | 71% | 76% |

Although the gap is narrowed in some areas, literacy is an areas of concern. This will need to be tracked carefully in the next academic year to narrow the gap.

NELI and Wellcomm have been successful intervention for communication and language. The implementation of Essential Maths for Reception and the support from the maths TLA to help with the planning. The team have been planning maths and have been discussing the language that is expected to be used in CIL. The introduction of Rosenshine's Principles in Instruction in maths has supported in quality first teaching.

Nursery

61 children

5 dis-advantage

56 non-disadvantage

| | C&L | PSED | PD | Reading | Writing | Maths | UW | EAD |
|------------------|-----|------|-----|---------|---------|-------|-----|-----|
| Disadvantage | 83% | 33% | 50% | 20% | 50% | 83% | 50% | 83% |
| Non-disadvantage | 36% | 36% | 45% | 41% | 52% | 43% | 36% | 43% |

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 |
|----------------------------------|--|
| Phonics | Ruth Miskin - RWI |
| EYFS Language development | Wellcom |
| EYFS Language Development | NELi |
| PE development | GetSet4PE |
| Mindful ness and self-regulation | Relax Kids |
| PSHE | Jigsaw |
| Music | Charanga |
| Maths | Herts For Learning - Essential Maths |
| Reading | RWI |
| Computing | NCC - Teach Computing and Project Evolve |
| Writing | Talk for Writing |