

POLICY

POLICY TYPE

MAT Policy to adopted in full across all schools	
LGC Policy to be reviewed and approved locally	✓



*"Share the Love of God,
every day in everything
we learn, do and say"*

Approval Date:	2025/26 – AUTUMN TERM
Review Date:	2026/27 – AUTUMN TERM

ST PHILOMENA'S CATHOLIC PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY

Rationale

Guided by our mission, “With Christ at the Centre, we strive for excellence, act with respect and serve our community,” our approach to Pupil Premium is rooted in our Catholic values and commitment to human dignity, equality and social justice. We believe every child is valued equally and deserves the opportunity to achieve their full potential. Through Catholic Social Teaching, we are committed to removing barriers to success and ensuring that all pupils, including those facing disadvantage, are supported to succeed.

At St Philomena’s Catholic Primary School, we have high expectations for every pupil, regardless of background or personal circumstance. We recognise that disadvantage affects pupils in different ways and that barriers to achievement are individual. Our Pupil Premium Strategy is therefore informed by a detailed understanding of our disadvantaged pupils’ needs, including academic outcomes, attendance, wellbeing, engagement and access to wider opportunities.

Our approach is underpinned by evidence-informed practice and the Education Endowment Foundation (EEF) guidance on effective use of Pupil Premium funding. We use our funding strategically across the three key areas of teaching, targeted academic support and wider strategies to ensure that disadvantaged pupils receive the support they need to make strong progress and achieve well.

Leaders, teachers and support staff work collaboratively to monitor the progress and wider development of disadvantaged pupils throughout the year. We evaluate the impact of our provision carefully, adapting approaches where necessary to ensure that funding is used effectively and delivers the greatest possible impact.

Through this strategy, we aim not only to improve academic outcomes but also to ensure that every disadvantaged pupil is fully included in the life of our school. We seek to develop confidence, resilience, cultural capital and the knowledge, skills and aspirations needed for future success.

This statement outlines our Pupil Premium Strategy, detailing how we intend to use funding in the current academic year and the impact of our approach on disadvantaged pupils.

School overview

Detail	Data
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	14.5% 29 PP (including 3 CLA)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	<u>2024-2025</u> 2025-2026 2026-2027
Date this statement was published	31st December 2024
Date on which it will be reviewed	1st December 2025
Statement authorised by	Veronica Maher
Pupil premium lead	Rachel Williams

Governor / Trustee lead	Mags Fairhall (Chair) Karis Procter
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,400 – Deprivation Pupil Premium Allocation Plus £12,850 – Post LAC Pupil Premium Allocation
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£57,250.00

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for disadvantaged pupils is to ensure they are able to fulfil their potential, irrespective of background or the challenges they may face. We want our disadvantaged pupils to achieve in line with our non-disadvantaged pupils across all subject areas and enjoy all areas of our school curriculum.

The key principles of this plan are ensuring high quality teaching, supported by highly trained teaching assistants. Working closely with our SENCO to ensure interventions are appropriate and effective and appropriate resources are available to staff and pupils.

High-quality teaching is at the heart of all we do at St Philomena's with teachers who are passionate about every pupil achieving their potential and becoming well-rounded, happy members of society. Disadvantaged pupils are a priority for all members of staff as part of our School Development Plan and CPD is in place for all teaching and support staff. The progress and attainment of our disadvantaged pupils is also part of performance management targets for teachers each academic year.

Our approach will be responsive to common challenges for all our pupil premium children – highlighted in our end of year analysis – and each pupils individual needs, rooted in robust diagnostic assessment.

Each year we will:

1. Ensure disadvantaged pupils are challenged in the work that they are set.
2. Act early to intervene at the point need is identified
3. Continue our whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

This plan covers 2024 – 2027. It will be reviewed to ensure effectiveness and to develop further where needed each year. It has been put into action in the 2024-2025 academic year.

Challenges

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

Challenge number	Detail of challenge
1	Gaps between some of our disadvantaged pupils and non-disadvantaged pupils in maths, reading and writing. Our focus is on ensuring the progress of disadvantaged pupils is in line with that of others in all year groups.
2	52% of our pupil premium pupils have additional needs and are on the <u>SEND</u> register. This is an increase from 38% last year. 15/29 pupils are on SEND register. Appropriate 1:1 support is in place for the 6 PP pupils with EHCP's. We have 12 EHCP's in the school.
3	<u>Behavioural and emotional needs</u> of some of our disadvantaged pupils are a focus. A lack of <u>parental support</u> from vulnerable families impacts some of our disadvantaged pupils.
4	Low starting point (before joining our EYFS reception class) and <u>prior lower attainment</u> in EYFS and KS1 can have an impact on attainment throughout the school. Therefore accelerated progress is a focus.
5	Ensuring <u>attendance</u> remains as high for our disadvantaged pupils as our non-pupil premium children. We will continue to monitor this to ensure pupils attendance at least matches or exceeds that of all pupils nationally (96%).

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
Continued accelerated progress for our PP pupils (due to the small number in the school we can target them all easily)	Higher percentage of children making expected progress by the end of KS1 and KS2. Data analysis for to focus on disadvantaged pupils every term in every class.

	Aiming for 70% of disadvantaged pupils to make at least 6 steps progress.
Improved reading progress and attainment among disadvantaged pupils	KS2 outcomes in 2024-2025 show <u>more than</u> 70% of disadvantaged pupils met the expected standard. Aiming to see an improvement each academic year.
Improved writing progress and attainment among disadvantaged pupils	KS2 outcomes in 2024-2025 show <u>more than</u> 70% of disadvantaged pupils met the expected standard. Aiming to see an improvement each academic year.
Improved maths progress and attainment among disadvantaged pupils	KS2 outcomes in 2024-2025 show more than 70% of disadvantaged pupils met the expected standard. Aiming to see an improvement each academic year.
Individual learning and emotional needs identified and supported by SENCO and class teachers. Targeted support for each pupils learning.	Clear appropriate interventions planned to match needs. Data to be checked regularly to ensure effectiveness. Progress of disadvantaged children is in line with that of non-disadvantaged children in reading, writing and mathematics
Behavioural and Emotional needs and well-being of pupils supported and developed appropriately. Parental support increased. Disadvantaged children have access to a broad range of enrichment opportunities.	High levels of well-being demonstrated by: Qualitative data from student voice A continued increase in disadvantaged children attending at least one extra-curricular activity with the wider range of clubs available to all children. Playtime clubs supporting positive playtime experiences (1:1 TA's on playground, sports ambassadors organising activities on the playground, prefect roles) On the playground every day: book club, games club, colouring club, quiet area, fit- ness trail.

	Inside clubs run at lunchtime: computing club, art club, choir, football clubs.
To sustain (and continue to improve) attendance for all pupils, particularly our disadvantaged pupils	Aiming for overall attendance for all pupils being at least 97% and also 97% for disadvantaged pupils. 2023/2024 = 96.6% whole school and 96.1% PP
Staff have the necessary skills to address the additional learning needs of pupils	Through training, staff have the skills to address pupils' needs. 100% of staff attending CPD each term – National college combined with CPD weeks every term.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued accelerated progress and improvement in attainment for our PP pupils. To ensure our average progress for disadvantaged children improves to match NA. - TA support in class - Intervention groups – RWI, precision spelling and reading, social skills, 5 minute box, handwriting groups, touch typing groups, Hornet phonics and reading, Plus 1, targeted readers, handwriting/fine motor sessions, speech and language session - Social skills groups - Educational psychologist input - Speech and language therapy support - Regular data analysis, book scrutiny, lesson observations with SLT - Teachers to continue focus on PP understanding and long term memory throughout lessons (questioning, mini-plenaries, targeted	EEF Teaching and learning toolkit – teaching assistant interventions Teaching assistants can provide a large positive impact on learner outcomes. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. EEF Effective Professional Development High quality teaching improves pupil outcomes for all. Effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom	1, 4
differentiation, TA support, ‘remembering more, knowing more, doing more’ mantra, sticky knowledge and vocabulary) - Professional development of all teaching staff		
Focus on reading progress and attainment among disadvantaged pupils – continued whole school focus on shared reading and early reading - Continue to develop shared reading in the school using literacy shed (a change from guided reading to shared reading) and fluency testing - RWI in EYFS, Year 1 and Year 2 - RWI courses offered to for all staff teaching phonics and new resources ordered - Power of reading texts to expose children to high quality texts	EEF Teaching and learning toolkit – phonics Phonics has a positive impact overall (+ 5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Research suggests that phonics is particularly beneficial for younger learners (4-7 years) as they begin to read. EEF Teaching and learning toolkit – reading comprehension strategies	1, 2, 4,

	Reading comprehension strategies are high impact on average (+6 months).	
Focus on attainment and progress in <u>maths</u> for PP pupils - Daily maths lessons (with PP children identified in planning) - Whole Staff training session on shared good practice using adaptive teaching and manipulatives - Plus 1 intervention - Continuing to develop the use of White Rose - Linking learning to other subjects, 'remembering more, knowing more, doing more' and sticky knowledge - Using a wide range of manipulatives and representations - Whole school focus on times tables, using rock stars times tables - Maths non-negotiable lists for every half term	EEF Teaching and learning toolkit – mastery learning EEF Improving mathematics in Early Years and Key Stage 1 Recommendation – dedicate time to learn mathematics and integrate mathematics throughout the day. EEF Improving mathematics in Key stage 1 and 2	1, 2, 4
Focus on the attainment and progress in <u>writing</u> - Non-negotiable grammar list for every half term - Whole Staff training session on writing assessment - Power of reading texts to develop reading and writing - Modelling of writing and sentence construction seen regularly in every classroom - Whole staff training on writing assessment	EEF Teaching and learning toolkit – literacy Recommendation – teach writing composition strategies through modelling and supported practice Recommendation – develop pupil's transcription and sentence construction skills through extensive practice	1, 2, 4
Individual needs of PP pupils are identified and support put in place to improve attainment and progress. - Review meetings with class teachers and SENCO - Provision maps for every class - Support staff training with team teaching - Target setting and observations/ training from Bromley Healthcare Speech and Language and additional WordFirst Speech and Language therapist. - PP pupils identified on teachers planning to ensure focus in every lesson.	EEF Teaching and learning toolkit – teaching assistant interventions EEF teaching and learning toolkit – SEN in mainstream schools School should aim to understand individual pupil's learning needs using a graduated approach of the 'assess, plan, do, review' approach EEF teaching and learning toolkit – individualised instructions	2

Whole staff CPD led by Social and Communication consultant Paul Cabb and on National College – termly CPD for teachers and support staff through the National college or in-house staff INSET. - Zones of regulation (to support mental health in all classrooms) - Executive Functioning - RWI training - Speech and Language training for 3 Teaching Assistants - SEND complex needs training - Trauma and attachment training - National College CPD	EEF Effective Professional Development High quality teaching improves pupil outcomes for all. Effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom Encouraging and inspiring teaching will encourage children to raise their aspirations and set high goals for their futures. EEF teaching and learning toolkit – SEN in mainstream schools Pupils with Special Educational Needs and Disability (SEND) have the greatest need for high quality teaching and are entitled to provision that supports achievement and enjoyment of school. EEF Metacognition and self-regulation Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies. 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 their learning and develop their understanding of what is required to succeed.	1, 2, 3, 4
Previous Lower attainment - identified on all teachers planning to ensure adults are aware of pupil premium who	EEF teaching and learning tool kit – Within class attainment grouping.	1, 4

also had previous lower attainment to focus on accelerated progress. - Differentiated/ adaptive teaching and grouping as appropriate - Interventions put in place to support this (as above for reading, writing and maths) - Parents involved in disadvantaged pupils education through parents evenings, open classroom days and Seesaw for regular sharing of work.	Within class attainment grouping has a positive impact, on, average, of 2 months additional progress. EEF Teaching and learning toolkit – Parental engagement Parental engagement has a positive impact on average of 4 months’ additional progress over the course of a year. There are also higher impacts for pupils with <u>low prior attainment</u>.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost £31,660

Activity	Evidence that supports this approach	Challenge Number
Phonics intervention grouping to help disadvantaged pupils to develop word recognition and spelling skills. Progress carefully monitored by class teachers and make any adaptations necessary. Following RWI scheme. Nessy used to support in KS2.	EEF Teaching and learning toolkit - phonics Phonics has a positive impact overall (+ 5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Research suggests that phonics is particularly beneficial for younger learners (4-7 years) as they begin to read. EEF Teaching and learning toolkit – making effective use of teaching assistants Research on TA’s delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three or four additional months progress.	1, 2, 4,
To support six PP pupils with EHCP additional needs to be able to access the curriculum in English and Maths lessons daily. - 3 hours support in class each morning during English and Maths 1:1 - Termly visits from Social and Communication	EEF Teaching and learning toolkit – making effective use of teaching assistants Research on TA’s delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three or four additional months progress. EEF teaching and learning toolkit – SEN in mainstream schools	1, 2, 3, 4,

consultant Paul Cabb with feedback and strategies given to teachers and parents - Speech and language visits to support children and teachers		
Access to extracurricular activities and school trips. -Wide range of extra-curricular activities (art club, computing club, fun-fit club, football team, dodgeball club, taekwondo, rock steady, Centre stage theatre academy) - Inviting disadvantaged children to the wide range of extra-curricular clubs before, during and after school. List checked regularly to ensure all PP pupils attend clubs. Currently 97% of PP pupils are attending at least 1 club every week. 48% attend 2 or more clubs every week. -Bromley Youth Music Trust bursary for two pupil premium children's individual music lessons -Support towards funding of residential trip to Wick Court Farm in year 5.	EEF Teaching and learning toolkit – arts participation Involvement in extra curricular clubs can boost confidence and support the development of social relationships. School trips provide learning opportunities outside of the classroom which can be memorable, inspiring, rewarding, confidence and relationship building. Improved emotional health leads to improved academic outcomes.	3, 5
Booster tutoring after school for Yr6 - Additional support for identified groups in maths, reading and writing.	EEF Teaching and learning toolkit – extending school time. The average impact of approaches involving extending school time is about an additional three months progress over the course of the year.	1
St Olaves outreach program for a group of Year 5 PP pupils The focus areas will be Maths, English, Languages, Science and History inc. Analytical tasks, problem solving, algebra (at Primary level), Non Verbal reasoning, Geometry,	EEF Teaching and learning toolkit - small group tuition	1

Measure, Poetry, Creative and Persuasive writing, plus Science / History focus.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further engagement of parents to support the PP pupils - Every class running 'Meet the teacher' meetings in September and July. Setting out the expectations for the next year. - Ensuring parents attend academic review days and have downloaded Dojo/ Seesaw for regular sharing of work. - Homework support offered during the school day to children who need it.	EEF Teaching and learning toolkit – Parental engagement Parental engagement has a positive impact on average of 4 months' additional progress over the course of a year. There are also higher impacts for pupils with low prior attainment. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	3

Engagement with parents to improve attendance - Ringing parents on the morning of absence - Lots of positive encouragement for the pupils – attendance stickers for best class, attendance board, attendance certificates, competition in the weekly newsletter, treat for all those pupils who achieve 100% Jobs/ responsibilities given to small number of persistent absentees, so children are encouraged to want to be in school as they have an important job to do.	The Key – research into how attendance can impact attainment The higher the overall absence rate across Key Stage 2, the lower the likely level of attainment at the end of KS2. National Strategies – the links between attendance and achievement are strong.	5
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Supporting PP pupils with behavioural or emotional needs to help them be focused academically, as well as emotionally when in school. Continue to focus on : developing the playground environment. : Whole school focus on children's social and emotion mental health needs (SEMH) - ELSA (Emotional literacy support assistant) - Mental Health First Aider x2 - RHE (relationships health education) taught in every classroom every week which supports social and emotional learning. - Use of sensory room, release breaks, mentors, buddies and playtime activities (activities set up by sports ambassadors and book club, board game club, drawing club, quiet area) to ensure pupils feel safe in school and that they have places to go to calm down and talk to a trusted adult. Pupil voice	EEF Teaching and learning toolkit – mentoring. Studies have found more positive impacts for pupils from disadvantaged backgrounds and for non-academic outcomes such as attitudes to school, attendance and behaviour. EEF Teaching and learning toolkit – social and emotional learning. Integrate and model SEL skills through everyday teaching, after teaching skills explicitly (self-awareness, self regulation, social awareness, relationship skills and responsible decision-making)	3
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questionnaires to ensure children continue to feel safe in school and have someone to talk to.		
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Total budgeted cost: £59,655

Part B: Review of the previous academic year**Outcomes for disadvantaged pupils**

KS2 (2023-2024) <i>(pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently)</i>	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school)	Overall % at our school	National average
% achieving expected level or above in reading (age related)	2/3 66.6 %	24/26 92%	90%	74 %
% achieving expected level or above in writing (age related)	2/3 66.6 %	22/26 92%	83%	72 %
% achieving expected level or above in maths (age related)	2/3 66.6 %	23/26 88%	86%	72 %
% achieving expected level or above in science (age related)	2/3 66.6 %	21/26 81%	79%	81 %
% making at least 6 steps of progress in reading	2/3 66.6 %	25/26 96%	93%	N/A
% making at least 6 steps of progress in writing	1/3 33.3 %	18/26 69%	66%	N/A
% making at least 6 steps of progress in maths	2/3 66.6 %	23/26 88%	86% 25/29	N/A
% making at least 6 steps of progress in science	2/3 66.6 %	25/26 96%	93%	N/A

KS1 (2023-2024)	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school)	Overall % at our school	National average
% achieving expected level or above in reading (age related)	1/4 25%	24/26 92%	83%	68 %
% achieving expected level or above in writing (age related)	2/4 50%	24/26 92%	80%	60 %
% achieving expected level or above in maths (age related)	1/4 25%	24/26 92%	83%	70 %
% achieving expected level or above in science (age related)	2/4 50%	25/26 96%	90%	79 %
% making at least 6 steps of progress in reading	1/4 25%	18/26 69%	63%	N/A
% making at least 6 steps of progress in writing	1/4 25%	21/26 81%	73%	N/A
% making at least 6 steps of progress in maths	1/4 25%	23/26 88%	80%	N/A
% making at least 6 steps of progress in science	2/4 50%	24/26 92%	87%	N/A

Intended outcome	2023-2024
Continued accelerated progress for our PP pupils (due to the small number in the school we can target them all easily) Improved reading progress and attainment among disadvantaged pupils Improved writing progress and attainment among disadvantaged pupils Improved maths progress and attainment among disadvantaged pupils	Due to the Special educational needs of pupils in these cohorts, the data is as we would have expected. The KS2 PP group only included 3 children (one with SEND), so the target of 70% was not met but 66.6% was achieved. The KS1 group will continue to be a focus in Year 3 for accelerated progress in reading, writing and maths. See grid above
Individual learning and emotional needs identified and supported by SENCO and class teachers. Targeted support for each pupils learning.	Interventions took place throughout the year led by SENCO, class teachers and teaching assistants. Progress monitored half termly to see impact. Clear appropriate interventions planned to match needs.
Behavioural and Emotional needs and well-being of pupils supported and developed appropriately. Parental support increased. Disadvantaged children have access to a broad range of enrichment opportunities.	High levels of well-being demonstrated by: A far wider range of extra-curricular activities being offered moving forward to widen appeal for disadvantaged children. Last year, 100% of PP children were included in at least one club and this supported enthusiasm to come into school every day and. This will continue next year. Playtime clubs supporting positive playtime experiences (1:1 TA's on playground, sports ambassadors organising activities on the playground, prefect roles) – this will be developed further in the coming year. We had two Mental Health First Aiders and an Emotional Literacy Support available to support pupils identified as needing additional support. This will continue to be an asset for

	all pupils.
To sustain (and continue to improve) attendance for all pupils, particularly our disadvantaged pupils	Attendance for 2023/2024 – Whole school 96.6% PP children 96.1% NA 93.5% Continue this whole school focus with incentives next year as highly successful.
In the event of another lockdown, disadvantaged children will engage fully with remote learning.	N/A

Staff have the necessary skills to address the additional learning needs of pupils	100% of staff attended CPD each term. National college subscriptions combined with directed CPD weeks every term.
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
MyMaths	Mymaths
Purple mash and Serial Mash	2simple
White Rose Maths	White Rose
RWI	Ruth Miskin training

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

The lists below outline the various interventions used across St Philomena's school which are subject to ongoing further funding through the pupil premium grant. **These strategies aim to diminish the difference in the achievement between PP pupils in St Philomena's and others nationally. They also support the learning of all pupils in the 2024-2025 cohort which includes disadvantaged pupils (PP).**

Curriculum Provision and Teaching and learning Intervention

- Targeted intervention groups (RWI, precision spelling and reading, social skills, 5 minute box, handwriting groups, touch typing groups)
- SLT to support both pupils and staff with managing behavioural needs and using data to inform teaching and learning.
- Year 6 boosters for SATs spring and summer term
- Music lessons – specialist music teacher for hymn practice and music lessons, choir, orchestra, 'rock steady'
- Mymaths and TTRS subscriptions
- Serial mash subscription to support reading at home
- SALT SLA language groups (speed sounds, receptive, expressive) bought in
- Specialist PE coaches
- SEN laptops available for all classes daily
- LGFL resources including WordQ being used in the classroom.
- TA in every classroom for science lessons
- Focus on previous lower, middle and higher attainment, SEND, EAL and PP in all planning and teaching

Emotional, behavioural and social needs intervention

- Subsidised trips, breakfast club and after school club
- Social skills groups
- Annual EP visit and Independent Advisory Services for children experiencing communication and interaction difficulties (EP)
- External reviews of EYFS from external consultant
- Rewards throughout the school for good behaviour, attendance and work
- TA's on the playground to ensure extra support for vulnerable children
- Family support worker (completing CAFs)
- ELSA (emotional literacy support assistant) and Mental Health first aiders
- Release breaks – regular and flexible
- Wide range of extra-curricular (CAFOD club, art club, choir, computing club, fun-fit club, football team, dodgeball club, taekwondo, rock steady, Centre stage theatre academy)
- Lunchtime activities (Lego table, play equipment, book club, games club, colouring club, quiet area, fitness trail).
- Sports ambassadors helping set up and play games at break time and lunchtime
- Referrals to Phoenix centre/ Bromley Y / CAMHS and visits from ADHD nurse
- Access to 1:1 small group teaching
- Access to key members of staff (mentor)
- Monitoring of attendance
- Strategies in classrooms to support staff and pupils : Visual symbols, timetables, now/next board, social stories