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	Horsenden Primary School
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	16% eligible for Pupil Premium
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2029
Date this statement was published	Autumn term 2026
Date on which it will be reviewed	Autumn term 2028
Statement authorised by	Emma Appelby
Pupil premium lead	Carol Thompson
Governor / Trustee lead	Matthew Gomples

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,350
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	£181,350

Part A: Pupil premium strategy plan

Statement of intent

At Horsenden, our intention is that all pupils – and especially our disadvantaged pupils – make strong progress from their starting points and achieve high attainment across all subject areas, regardless of their background or the challenges they face. In line with the EEF's guidance, we implement a three-tiered approach – high-quality teaching, targeted academic support, and wider strategies – with a specific focus on removing barriers to success for disadvantaged pupils in our context. The focus of our Pupil Premium strategy is as follows:

1. Ensure every child receives the highest quality teaching on a daily basis which is informed by strong, ongoing assessment, and enables us to identify and meet pupil's needs quickly.
2. The provision of targeted academic support to stay on track or to deepen their understanding by providing prompt intervention and support, in ways which complement the teaching they receive in class.
3. Identifying wider barriers to learning such as low attendance or low self-esteem and helping to address these through early intervention and wider family support if necessary.

Priorities:

1. Improve language and communication skills in EYFS and KS1
2. Raise attainment in reading, writing, and maths across all phases
3. Support emotional regulation, wellbeing, and behaviour for learning
4. Improve attendance and reduce persistent absence
5. Enhance cultural capital and equitable access to enrichment

We will do this by:

- Investing heavily in a high-quality professional development programme, enabling staff to deliver inclusive, responsive teaching that consistently meets the needs of disadvantaged pupils.
- Ensuring all staff maintain high expectations for every pupil and deliver lessons that are engaging, appropriately challenging, and accessible to all, including those facing disadvantage.
- Embedding a structured cycle of feedback and coaching to support continual improvement in teaching, including input from external experts where appropriate.
- Releasing teachers to participate in training, coaching, and peer observation, to share and refine effective strategies that accelerate progress for disadvantaged pupils.

- Investing in evidence-informed programmes such as Voice 21 to improve oracy, communication and confidence—key areas of development for many disadvantaged pupils.
- Supporting teachers to use formative and summative assessment effectively to identify learning gaps early, plan responsively, and provide targeted support for pupils at risk of falling behind.
- Prioritising the development of reading, vocabulary and spoken language across the curriculum, recognising that these are key levers in raising achievement for disadvantaged pupils and unlocking access to future learning
- Delivering timely, focused intervention and small-group teaching to help disadvantaged pupils catch up to age-related expectations and secure key learning.
- Providing short-term, evidence-based interventions that target specific academic needs and are monitored for impact to ensure rapid progress.
- Offering behaviour, social-emotional and mental health support through the work of our school therapist and the Ealing School Counselling Partnership, ensuring that no child's wellbeing is a barrier to learning.
- Enhancing the life chances of disadvantaged pupils by ensuring full access to trips, enrichment activities, and wider curriculum experiences that build cultural capital and broaden horizons.
- Building strong, positive relationships with families—particularly those of disadvantaged pupils—so that we work in partnership to support children's learning, behaviour and wellbeing, both in and out of school.
- Subsidising the cost of school trips, after-school clubs, and music lessons for disadvantaged pupils to ensure equitable access to extended opportunities.
- Actively promoting and monitoring attendance, with early intervention strategies to ensure disadvantaged pupils attend regularly and benefit fully from all aspects of school life.
- Actively seeking the views of our disadvantaged pupils to ensure their voices are heard and valued in shaping our provision, so they feel included, empowered and motivated in their learning.

We are committed to tackling educational inequality and will regularly evaluate our strategy to ensure that no child is held back by disadvantage. Pupil Premium and Catch-Up Premium funding will be allocated based on a robust needs analysis, identifying priority classes, groups, or individuals who would benefit most from additional support.

In planning our provision, we recognise that not all pupils eligible for Pupil Premium are socially disadvantaged, and that some pupils facing disadvantage may not

qualify for funding. Therefore, we reserve the right to use this funding to support any pupils the school has legitimately identified as being socially disadvantaged or in need of targeted intervention.

Challenges

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

Challenge	Detail of challenge
1. Language Delay in EYFS	Assessments, observations, and language screening on entry to Reception indicate that up to 50% of disadvantaged pupils present with moderate to severe language delay. These pupils struggle with expressive and receptive language, which hinders their early phonics acquisition, comprehension, vocabulary development, and ability to interact confidently with peers and adults. This early gap in oral language skills significantly affects their long-term academic progress and access to the curriculum.
2. Lower Attainment in Reading, Writing, and Maths	Disadvantaged pupils consistently attain below their non-disadvantaged peers in reading, writing, and mathematics. Internal tracking and national data demonstrate that attainment gaps persist across key stages, particularly in key performance indicators such as KS1 and KS2 SATs. Gaps in foundational knowledge and slower progress rates contribute to long-term underachievement.
3. Limited parental engagement in learning	Many disadvantaged families face barriers in supporting their child's learning at home. This includes limited time, resources, or confidence to engage with reading, homework, or structured routines. In some cases, parents may have had negative school experiences themselves, which reduces engagement. This lack of support can impact pupil progress, particularly in reading fluency and home learning consistency.
4. Underdeveloped Fine and Gross Motor Skills	Early years and KS1 assessments, alongside teacher observations, indicate that disadvantaged pupils often have poorly developed fine and gross motor skills. This affects pencil grip, mark-making, handwriting fluency, and overall writing stamina. These physical barriers can delay literacy development and reduce confidence in writing tasks.
5. Gaps in phonics and early reading	Many disadvantaged pupils enter school with limited phonological awareness and delayed decoding skills. They struggle to retain phonics knowledge and apply it fluently, which impedes early reading development and

	comprehension. This gap is particularly pronounced for pupils not meeting the expected standard in the Year 1 Phonics Screening Check.
6. Emotional regulation and social emotional needs	A significant proportion of disadvantaged pupils face emotional barriers to learning, including low self-esteem, anxiety, poor resilience, and difficulty in managing relationships. Health and wellbeing surveys show that 34% of pupils score low on self-esteem and 15% on resilience, above local benchmarks. These issues impact behaviour, focus, and readiness to learn.
English as an additional language (EAL)	A number of disadvantaged pupils have EAL and arrive with little or no spoken English. This creates a dual disadvantage where language acquisition and access to the curriculum are both delayed. These pupils often require targeted support to develop both social and academic language proficiency.
7. Underdeveloped Oracy and Spoken Language Skills	Many disadvantaged pupils have limited vocabulary and struggle to express themselves clearly in full sentences. Their spoken language lacks complexity and confidence, which restricts classroom participation, reasoning skills, and quality of written work. Opportunities for high-quality talk at home are often limited.
8. Attendance and Punctuality	Disadvantaged pupils have disproportionately lower attendance and punctuality rates than their peers. Post-pandemic trends show an increase in persistent absenteeism, with some families facing ongoing challenges such as housing instability, mental health issues, or low engagement with education. Low attendance directly impacts academic progress and social cohesion.
10. Reduced Access to Enrichment and Cultural Capital:	Economic disadvantage limits access to a wide range of enrichment experiences such as school trips, music tuition, clubs, and cultural events. This gap in cultural capital affects language development, confidence, aspirations, and broader personal development outcomes outlined in the Ofsted framework..

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.

Challenge number	Intended outcome	Success criteria

1	Improve oral language and communication skills in EYFS so that disadvantaged pupils can access the curriculum effectively.	85% of disadvantaged pupils achieve age-related expectations in Communication and Language by the end of Reception. Increased use of structured vocabulary and full sentence responses observed in learning walks and assessment tasks.
2	Close the attainment gap between disadvantaged and non-disadvantaged pupils in core subjects.	At least 70% of disadvantaged pupils achieve expected standards in reading, writing and maths. Progress measures (e.g. pupil progress meetings, end-of-key-stage data) show disadvantaged pupils making expected or better progress.
3	Increase parental engagement to support home learning routines.	80%+ of disadvantaged pupils read at home at least four times per week. Increased attendance at curriculum and reading workshops. Improved pupil engagement with home learning tasks.
4	Improve fine and gross motor development to support early writing and handwriting stamina.	85% of disadvantaged EYFS pupils achieve Physical Development ELG. In KS1/2, improved handwriting fluency and writing stamina evident in books and moderated writing assessments.
5	Strengthen phonics knowledge and early reading fluency.	Year 1 phonics screening outcomes for disadvantaged pupils meet or exceed national average. Targeted intervention shows accelerated progress in phonics tracking. Increased fluency on benchmarking tools (e.g. PM Benchmark, fluency scales).

6	Improve self-regulation, resilience and confidence to support learning.	Improved outcomes in Boxall profiles and wellbeing surveys. Reduction in behaviour incidents. Qualitative evidence from pupil voice and teacher reports shows increased resilience and engagement.
7	Accelerate English language acquisition for EAL disadvantaged pupils.	Language acquisition tracking shows at least one stage of progress per term. Reading and writing assessments show accelerated progress relative to starting points. Improved classroom participation.
8	Develop spoken language, vocabulary and oracy to strengthen understanding and communication.	85% of disadvantaged pupils meet age-related expectations in spoken language. Observations, pupil voice and work scrutiny show increased vocabulary use, confidence in discussions and ability to articulate reasoning.
9	Improve attendance and reduce persistent absenteeism for disadvantaged pupils.	Disadvantaged pupil attendance is in line with national averages. Persistent absenteeism is reduced year-on-year. Improved punctuality records and increased engagement with early help and attendance interventions.
10	Ensure equitable access to enrichment, extracurricular and cultural opportunities.	100% of disadvantaged pupils participate in at least one extracurricular or enrichment activity per term. Pupil voice shows increased confidence, aspiration and enjoyment. Curriculum overviews show purposeful planning for cultural capital.

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.
Costings in this draft are provisional planning estimates, not confirmed expenditure. They must be checked against the school's 2025–2026 budget, staffing allocations, contracts and invoices before publication. Include only the proportion attributable to supporting disadvantaged pupils.

Teaching

Challenge Number	Action	Evidence to support the action	Provisional cost
1	**EYFS staff training in Early Talk Boost**	EEF: Oral language interventions – Focused support for children with delayed speech and language can yield an average of +6 months progress. Early Talk Boost has shown strong impact in improving vocabulary, sentence structure, and listening skills.	£9,250
1, 8	**Voice 21 project and regular CPD on dialogic talk**	Voice 21 Impact – Oracy-focused instruction supports improved spoken language, confidence, and academic attainment.; EEF: Oral Language Interventions – Promotes improved listening, vocabulary, and expressive language skills with an average impact of +6 months.	£31,900
2, 5	**Continued development of Read Write Inc. (RWI) phonics**	EEF: Phonics – Systematic synthetic phonics is one of the most secure and well-evidenced ways to support early reading, typically yielding +5 months progress.; DfE Validated SSP List – RWI is a validated systematic synthetic phonics programme recommended for structured and consistent phonics delivery.	£21,600
2, 4	**Re-launch of PenPals handwriting scheme and staff training**	EEF: Teaching Writing – Developing handwriting fluency supports transcription, enabling pupils to focus on composition and write more effectively at length.	£9,250
2	**Ongoing CPD in the impact of feedback**	High engagement and regular feedback by teachers in lessons for the basis of good Quality First Teaching. Feedback provides an impact of +6 months as evidenced by the EEF Feedback and EEF Using Pupil Premium Funding.	£15,500
6	**PATHS and pro-social behaviours programme in PSHE**	EEF: Social and Emotional Learning – High-quality SEL programmes help improve emotional regulation, social interaction, and resilience, with an average impact of +4 months.	£11,300
1, 2, 4	**Staff CPD on adaptive teaching and high-impact**	EEF: Effective Professional Development – High-quality CPD improves teaching effectiveness, particularly when it is sustained, subject-specific, and includes feedback.	£13,200

	instructional strategies		
Total budgeted cost (provisional)			£112,000

Targeted Academic Support

Challenge Number	Action	Evidence to support the action	Provisional cost
2, 4, 5	**Small group tutoring through SLTP**	EEF: Small Group Tuition – Provides targeted instruction matched to pupils' needs and has an average impact of +4 months. Particularly effective when delivered by qualified teachers and when pupils are grouped by similar attainment levels.	£13,400
1, 4	**Targeted language interventions (NELI, Talk Boost, Box Clever)**	EEF: Oral Language Interventions – Approaches that target spoken language and communication, such as vocabulary development and narrative skills, can accelerate progress by +6 months. These are particularly effective in Early Years and KS1.	£9,250
2, 5	**Fresh Start for KS2 struggling readers**	RWI Fresh Start – Designed for older pupils still learning to read, Fresh Start uses phonics to support decoding and comprehension. Evidence supports its use to narrow attainment gaps in reading.	£4,600
4	**Fine and gross motor skills interventions (e.g. Clever Fingers)**	EEF: Physical Development Approaches – Interventions focused on motor skills can improve coordination, handwriting, and self-regulation. These approaches are particularly valuable for younger children and those with specific physical needs.	£2,100
4	**Occupational Therapy (OT) input for identified pupils with significant fine/gross motor needs**	EEF: Physical Development Approaches – Evidence suggests structured physical development interventions in early years (e.g., motor skills programmes) improve fine and gross motor coordination and impact on writing readiness and concentration.; NHS: Occupational Therapy in Schools – NHS Occupational Therapists support children with motor coordination challenges, enhancing access to the curriculum and promoting independence.	£1,300
7	**Targeted EAL interventions (e.g. use of bilingual support staff, Talking Partners, or Colourful Semantics)**	EEF: Oral Language Interventions – Targeted vocabulary, grammar, and conversational skills support EAL learners' access to the curriculum. Interventions can be effective across age groups.; Bell Foundation: Effective EAL Practice – High-quality EAL provision enables learners to access academic content while acquiring English, supporting language and literacy development.	£3,300
Total budgeted cost (provisional)			£33,950

Wider Strategies

Challenge Number	Activity	Evidence to support the action	Provisional cost
6	**Ealing Schools Counselling Partnership and Therapist**	**EEF:** Healthy Minds – Mental health interventions that promote resilience, self-esteem, and emotional regulation can improve both wellbeing and academic outcomes. Place2Be and similar models show positive impact in primary settings.	£11,300
3, 9	**Attendance monitoring, staged letters, text reminders, home visits**	**DfE:** Improving School Attendance – Clear escalation models and multi-agency support are recommended to reduce persistent absence. Interventions are most effective when combined with relationship-building and clear expectations.	£6,150
9	**Attendance mentoring for persistent absentees**	**EEF:** Mentoring – While overall impact on attainment is limited, mentoring can support engagement and attendance when relationships are well-structured and consistent.	£3,100
10	**Subsidised after-school clubs, trips, and enrichment opportunities**	**Ofsted:** Cultural Capital – Access to enrichment builds wider knowledge, confidence, and aspiration. Reducing financial barriers supports equality of opportunity for disadvantaged pupils.	£9,250
3, 10	**Provision of devices, internet support, or digital platforms for pupils without home IT access**	**EEF**: Digital Technology – Technology can support home learning and independent practice, particularly when linked to curriculum content and used with teacher guidance. Evidence suggests +4 months progress when implemented well.; **Ofcom:** Children and parents: media use and attitudes – Lack of digital access can widen disadvantage and reduce educational engagement. Providing equitable IT access promotes inclusion.	£2,100
6	**Restorative justice training and implementation**	**EEF:** Approaches focused on improving relationships (such as restorative practices) can improve behaviour and lead to up to **+4 months** of additional academic progress. Restorative practices can support whole-school behaviour strategies, especially when embedded in a consistent behaviour policy.	£3,500
Total budgeted cost (provisional)			£35,400

Our Pupil Premium strategy is built around three interlinked priorities: strengthening high-quality teaching, delivering targeted academic support, and removing wider barriers to learning. Central to our approach is a focus on oracy and language development, which underpin access to the wider curriculum. This is supported by sustained investment in evidence-informed professional development, targeted literacy and language

interventions, and structured support for emotional wellbeing and attendance. We are committed to ensuring that disadvantaged pupils benefit from access to the same high-quality experiences as their peers, including enrichment, cultural capital, and digital inclusion.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This section outlines the impact of our Pupil Premium activity on disadvantaged pupils during the academic year 2024–2025.

1. Improved access to a language-rich environment to enhance oracy and vocabulary

Outcome:
The school placed a strong emphasis on developing staff expertise in oracy through a structured and research-informed approach. CPD sessions, professional reading, and the sharing of best practice were embedded across all phases. The school was proud to be accredited as a Voice 21 Centre of Excellence**,** recognising the significant progress made in implementing high-quality oracy strategies. Oracy remains a priority in our ongoing work, due to the clear and sustained impact it is having on the confidence, communication, and academic outcomes of our disadvantaged pupils.

Impact:

- Disadvantaged pupils now demonstrate greater confidence in speaking during lessons and to adults.
- Learning walks, peer review and link officer visits highlight the development of oracy as a strength across the school.
- Pupil voice reflects increased participation in class discussions and use of subject-specific vocabulary.

2. Improved Quality First Teaching and use of assessment to close learning gaps

Outcome:
Staff were supported through a targeted programme of professional development, including modelling, team teaching, coaching, and mentoring from senior leaders. The school also reviewed and refined its feedback policy, providing ongoing CPD to ensure feedback is precise, timely, and impactful. These measures aimed to strengthen planning, teaching, and assessment across all classrooms.

Impact:

- Quality assurance activities — including learning walks, book looks, and pupil voice — indicate a clear improvement in classroom practice.
- In classes where targeted support was implemented, rapid gains were evident in planning quality and pupil progress.
- Pupil voice feedback shows that pupils are now receiving regular, concise, and purposeful feedback that helps them move their learning forward.

3. Improved handwriting and writing stamina through a structured, whole-school approach

Outcome:
The PenPals handwriting scheme was reintroduced and delivered consistently across all key stages, starting from Nursery.

Impact:

- Many pupils have shown improvements in handwriting fluency and stamina.
- Despite progress, this remains an area of focus, particularly for lower key stage cohorts and those with fine motor delays.
- The initiative is ongoing and remains on the school improvement plan as a high priority.

4. Increased access to layered wellbeing support for pupils facing social, emotional, or mental health barriers

Outcome:
A range of targeted and universal interventions were implemented, including PSHE resilience toolkits, the PATHS programme, and counselling through Ealing Schools Counselling Partnership.

Impact:

- Teachers report improved pupil confidence and emotional regulation in the classroom.
- Pupil voice highlights a growing number of children identifying themselves as confident, independent learners.
- Families have engaged with external counselling support and in-school interventions to address emotional needs.

5. Improved attendance and reduction of persistent absence among disadvantaged pupils

Outcome:
Attendance remained a significant challenge, reflecting national trends. Despite targeted interventions, persistent absence among disadvantaged pupils increased.

Impact:

- Attendance for PP pupils did not improve and remains below that of their peers.

- The Attendance Officer and SLT continued to implement a renewed strategy, including home visits, staged interventions, and improved communication with families.

6. Improved access to home learning through clubs and digital resources

Outcome:
Targeted pupils were supported through before-school boosters and homework clubs. Children with barriers to home learning were, where possible, prioritised for access to digital devices, and additional learning materials.

Impact:

- The majority of disadvantaged pupils now have reliable access to IT for home learning.
- Homework engagement has increased, supported by structured sessions before and after school.
- Families who were not able to access online resources were given printed resources, when required.

7. Full access to enrichment activities and trips for all disadvantaged pupils

Outcome:
All pupils eligible for Pupil Premium were supported to access educational visits, clubs, and enrichment opportunities.

Impact:

- No pupil was excluded from a trip or experience due to financial constraints.
- Each pupil was offered at least one paid after-school club free of charge each term.
- Monitoring systems have improved to ensure equitable access and enable staff to track participation rates more effectively.

Externally provided programmes

The school invests in a range of externally provided programmes to enhance the quality of education and wellbeing for all pupils, with a particular focus on supporting disadvantaged learners. These programmes are carefully selected for their evidence-based impact on outcomes such as language development, reading and writing progress, emotional wellbeing, and wider enrichment. Where appropriate, disadvantaged pupils are prioritised for access to these services to help close attainment and opportunity gaps.

Programme	Provider	Purpose
Read Write Inc Phonics	Read Write Inc Phonics	A systematic synthetic phonics programme to improve early reading and decoding.
Voice 21 oracy framework	Voice 21	To improve pupils' spoken language skills, vocabulary, and classroom dialogue.
Ealing Schools Counselling Partnership	Ealing Schools Counselling Partnership	Therapeutic support for pupils with SEMH needs.
Aktiva Breakfast and After School Clubs	Aktiva	Provides structured after-school clubs and enrichment activities to support attendance, engagement, and extended learning opportunities.
PenPals Handwriting Scheme	Cambridge University Press	Structured handwriting programme to improve fluency and fine motor control.
PATHS programme	PATHS (Promoting Alternative Thinking Strategies)	SEL curriculum promoting emotional regulation, pro-social behaviour, and resilience.
Speech and Language interventions	Talk Boost, Box Clever (Speech and Language UK)	A targeted language intervention to support communication, vocabulary and grammar.
Talk for Writing	Talk4Writing/Pie Corbett	A modelled and structured writing approach based on imitation, innovation, and invention
Clicker	Crick Software	Assistive writing tool supporting sentence construction, vocabulary, and independent writing, particularly for pupils with literacy or language needs.
Hamish and Milo	Hamish and Milo	A therapeutic PSHE intervention using storybooks and SEL resources to support wellbeing and emotional literacy.
InPrint	Widgit software	Symbol-supported visual communication tool to support understanding, especially for pupils with SEND or EAL.
Restorative justice	Restorative justice for schools	Behaviour support model focused on repairing harm and building positive relationships.

Further information (optional)

Current Higher Attaining Pupil Premium pupils are routinely targeted for additional activities and challenge, trips and visits in order to develop their cultural capital. Examples of such activities that have already taken place this year include the following:

- *visit to see the philharmonic orchestra in London*
- *access to Mozartists workshops and subsequent performance*
- *additional swimming lessons in small groups and 1:1 for those pupils who have not reached national curriculum expectations*
- *participation in small group robotics workshops to develop STEM interest and skills*
- *attendance at the Bright Sparks concert at the Royal Festival Hall*
- *attending more-able writers and maths days at another local school delivered by external specialists*
- *access to weekly sports coaching sessions at John Lyons School as part of their outreach programme*
- *targeted after school debate club run by 6th Formers from John Lyons School*
- *Opportunities for peer mentoring through John Lyons outreach team*
- *Science club at William Perkin High School provided as outreach by their 6th Form Students.*

Pupil premium pupils also have free access to one after school club per term funded from the pupil premium funding as well as reduced cost for any residential trips that take place.

Costing note: The activity costs shown above are illustrative estimates used to complete this working draft. They are not verified actual costs or a statement of the school's available Pupil Premium allocation. Confirm and amend all figures with the school business/finance lead before the statement is approved or published.

Evaluation and next steps

The review identifies positive developments in oracy, classroom practice, handwriting, wellbeing support, home learning and access to enrichment. Attendance remains a key area for improvement, as persistent absence among disadvantaged pupils increased and their attendance remained below that of their peers. To strengthen evaluation, the school should report disadvantaged-pupil outcomes alongside whole-school and non-disadvantaged outcomes, use actual attendance and attainment figures where available, and compare these with the intended success criteria. For each intervention, leaders should record participation, baseline and review assessments, cost, and evidence of impact. Provision should be adapted or stopped where impact is limited, and effective approaches sustained.

Monitoring and review

The Pupil Premium lead and relevant subject or provision leads will review implementation at least termly. Reviews will consider attendance, attainment and progress data; phonics and language assessments; intervention entry and exit measures; pupil and parent voice; behaviour and wellbeing information; and access to enrichment. The governing body will receive an annual impact and expenditure update. The strategy will be reviewed if cohort needs, funding or evidence of impact change materially.