# 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 | Halley Primary School |
| Number of pupils in school | 185 |
| Proportion (%) of pupil premium eligible pupils | 27.57% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2024 – 2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Shoshannah Thompson<br>Headteacher |
| Pupil Premium Lead | Shan Hardy<br>Inclusion and SEND Lead |
| Governor / Trustee lead | Keith Clark |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £75,480 |
| Recovery premium funding allocation this academic year | |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £75,480 |

# Part A: Pupil premium strategy plan

## Statement of intent

*Our ultimate objectives are for all pupils, irrespective of their background or the challenges they face, make good or better progress and achieve. When make decisions about using Pupil Premium funding to support disadvantage pupils' achievement and attainment it is important to consider the context of the school and the subsequent challenges faced. Alongside research conducted by the EEF. Common barriers to learning for disadvantage children, can be less support at home, poor language and communication skills, lack of confidence, frequent social, emotional behaviour difficulties. There may also be complex family situations that prevent children form flourishing. The challenges are varied and there is no 'one size fits all' approach that can be applied.*

*High-quality teaching is at the heart of the School's approach, with a focus on disadvantage pupils who require support. The School ensures that all teaching staff are fully involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the School ensuring an impact on closing the disadvantage attainment gap.*

***Our ultimate objectives are**:*

- *To narrow the attainment gap between disadvantage and non-disadvantage pupils*
- *For all disadvantage pupils to make or exceed national expected progress measures*

***Our approach will be responsive to challenges school community faces and individual needs, rooted in robust diagnostic assessment, not assumptions, to ensure we are effective we:***

***Key Principles***

- *Will provide high-quality teaching through staff professional development, an aspirational and enriching curriculum and reflective coaching led approach to self-evaluation and improvement*
- *Will provide targeted academic support through high quality intervention programmes closely monitored for maximum impact*
- *Will ensure that teaching and learning meets the needs of all pupils*
- *Will act early to intervene at the point need is identified ensuring appropriate provision and interventions are provided for pupils who belong to socially disadvantage and vulnerable groups*

- *Will recognise that not all pupils who are socially disadvantage are in receipt of free school meals, therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the School has legitimately identified as being socially disadvantage*
- *Pupil Premium funding will be allocated following a need analysis which will identify priority classes, groups, or individuals. Limited funding and resources mean that not all children in receipt of FSM will be allocated Pupil Premium interventions at one time.*

*This list is not exhaustive and will change according to the needs and support our socially disadvantage pupils may require:*

- *Allocation of support/intervention teacher – providing small group work with an experienced teacher/HLTA's focussed on closing gaps in learning*
- *1:1 support*
- *Additional teaching and learning opportunities provide through trained support staff or external agencies*
- *Music, Art and Enrichment provision: activities, educational visits and residentials – ensuring children have first-hand experiences to draw upon in their classroom learning*
- *Behaviour and Mental Health support*
- *Transition programmes from primary to secondary*
- *Speech and Language Therapy*
- *Universal free access to breakfast club*

## Challenges

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

| Priority | Priority number | Detail of challenge |
|---|---|---|
| Oracy | **1** | Children arrive at Halley in Reception with a low level of oracy which is reflected in the baseline testing carried out. The highest needs category for special educational needs is 'communication and interaction' and there is a link between disadvantaged and SEND<br><br>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| Phonics | **2** | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and as writers |
| Reading, Writing and Maths | **3** | According to current pupil premium figures children who are in receipt of pupil premium and are at the expected standard or higher is 75% compared with 61% (Non-pupil premium). However, children considered **'disadvantaged'** (Disadvantaged' includes but is not exclusive to those children in receipt of pupil premium funding: has received free school meals (FSM) within the last 6 years. Also known as 'forever six', Is in the care of the Local Authority (LA) as a child looked after (CLA) or was ever in care (PCLA), Is adopted, Is the child of a family in the armed forces (DfE)) are under performing against their non-disadvantaged peers by around 27%.<br><br>A gap of below 10% between disadvantaged and non-disadvantaged remains steady across KS1 and KS2. |
| Pupil Wellbeing | **4** | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils continue to be adversely affected by the continuing cost of living crisis to a greater extent than for other pupils. These findings are supported by national studies (https://www.nfer.ac.uk/publications/cost-of-living-crisis-impact-on-schools) |
| Wider Pupil Participation | **5** | In Autumn 2023, the school conducted termly pupil progress meeting for all year groups. Individual and groups of pupils were identified for a range of interventions to support their emotional wellbeing and reintegration into school life. The school now runs a group named 'think good, feel good' and high profile children access 1:1 art therapy support through a contract with the catholic children society. Rises in numbers of referrals to CAMHS team has been noted and attendance data for the school is currently at 92.7% |
| Attendance and | **6** | Attendance rates and persistent absence levels have been identified as an issue for our pupils, particularly the disadvantaged. |

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| Persistent Lateness | | In the Autumn Term of 2023, the overall absentee rate was 6.8%, marking a 2% increase compared to the same period last year. This has also been identified as a national issue for schools and a local issue for primary schools in particular in Tower Hamlets. |
| EAL | **7** | 95% of children have English as an additional language, this is further complicated as many speak a second language that is only spoken on written. Number of our parents in the school community are not able to use English to communicate with staff members. This is also a barrier between home and school support, for example it is difficult for families to support children with homework such as reading and therefore children are not able to practise essential skills at home with parents. E.g. high levels of EAL in the family, lack of knowledge, lack of strategies, time and resources to support at home. |

## 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.

| Challenges | Challenge number | Intended outcome | Success criteria |
|---|---|---|---|
| Oracy | **1** | Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, parents' comments, external agency involvement, book scrutiny and ongoing formative assessment. |
| Phonics | **2** | Improved reading attainment among disadvantaged pupils. | KS1 reading outcomes show the gap is closing significantly between disadvantaged pupils achieving the same expected standard as non-disadvantaged pupils. |
| Reading, Writing and Maths | **3** | Improved reading attainment among disadvantaged pupils. | KS1 & KS2 reading outcomes show that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils. |
| | | Improved writing attainment among disadvantaged pupils. | KS1 & KS2 writing assessment show the gap is closing significantly between these two groups that disadvantaged pupils achieving the same expected standard as non-di advantaged pupils. |

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| | | Improved maths attainment for disadvantaged pupils at the end of KS2. | KS1 & KS2 maths outcomes show that the gap is closing significantly between these two groups disadvantaged pupils achieving the same expected standard as non-disadvantaged pupils. |
| Pupil Wellbeing | **4** | To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing demonstrated by:<br>• qualitative data from pupil voice, pupil and parent school improvement plan questionnaires and teacher observations<br>• Behaviour remains good<br>• Children talk positively about our values what they mean to them<br>• Children talk positivity about the academic progress they have made<br>• Children participate in all aspects of school life (action teams, performances, play and lunchtimes) |
| Wider Pupil Participation | **5** | To achieve greater access and participation by providing enriching experiences which enhances the curriculum offer for our disadvantaged pupils. | Sustained high levels of attendance and engagement demonstrated by:<br>• a significant engagement in participation in enrichment activities, particularly among disadvantaged pupils<br>• Well attended breakfast club<br>• Access for pupils who are disadvantaged with SEND to inclusive sporting activities |
| Attendance | **6** | To sustain and improve attendance for all pupils, particularly our disadvantaged pupils | • Attendance remains at or above the National average<br>• the percentage of all pupils who are persistently absent at or above<br>• All pupils PA % and with their disadvantage peers is nationally in-line |
| EAL | **7** | Improved attainment outcomes for disadvantaged pupils at the end of KS2. | • KS1 & KS2 maths outcomes show the gap is closing significantly between these two groups; that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils. |

## 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**: *£7,527***

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Enabling greater opportunities for specific feedback; both orally and through high quality diagnostic feedback. | Providing feedback is a well-evidenced technique which has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (+6 months)<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback<br><br>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. (+7 months)<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation<br><br>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:<br>(+6 months)<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | Priority 1: Oracy<br>Priority 3: Reading, Writing and Maths |
| Developing confidence in both support and teaching staff to model with clarity and explain concepts concisely | Evidence indicates that great teaching is the most important leaver schools have to improve pupil attainment.<br><br>https://https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/sendeducationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching<br><br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send | Priority 3: Reading, Writing and Maths |
| Further development of reading fluency and | Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. (+6 months) | Priority 1: Oracy |

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| comprehension strategies to improve the learners' understanding of the text. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | Priority 2: Phonics<br>Priority 3: Reading, Writing and Maths |
| Additional professional development on the teaching of phonics and early reading in order to raise rates of progress and improve reading and phonic check outcomes in EYFS, Year 1 and Year 2 **(£1,527)** | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: (+5 months)<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | Priority 1: Oracy<br>Priority 2: Phonics |
| High quality professional development for Teaching Assistants that mirrors that for teachers, so staff work together effectively to raise the quality of teaching further, leading to increases in attainment. | Research on 1:1 or small group intensive support using structured interventions shows the strongest evidence for Teaching Assistants having a positive impact on pupil attainment. These positive effects are observed when TAs work in structured settings with high quality support and training.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants#nav-download-the-guidance-report-and-poster | Priority 2: Phonics<br>Priority 3: Reading, Writing and Maths |
| Play Therapy<br>Allowing children space and time to work through their emotions<br>**(£6000)** | Play therapy is a form of non-directive counselling and our play therapist support. It is an effective way of working with children who may have emotional difficulties or need some time and space to process difficult feelings. School and teachers are able to refer pupils who need support. Children can also self-refer to a talk and think space and do so frequently when they need someone to speak to-which is reflective of 4,5 6 them taking ownership for their own feelings and behaviour<br><br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition | Priority 4: Pupil Wellbeing |
| SEL approaches as part of whole school practices and developed by CPD and staff | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers.)<br>https://educationendowmentfoundation.org.uk/ | Priority 4: Pupil Wellbeing |

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| training including continued Zones of Regulation training for all staff and families | | |

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

Budgeted cost: **£ 49,802**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Teacher focussed: Targeted teaching to enable increased feedback on learning, adapted teaching styles and more flexibility in organisation of learning to meet needs | Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (+6 months)<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback<br>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1705043264 | Priority 1: Oracy<br>Priority 3: Reading, Writing and Maths |
| The SENDCO supports SEND pupils and teachers in mainstream classes to ensure access to the full curriculum. | 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. (+7 months)<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | Priority 3: Reading, Writing and Maths |
| Speech and Language Therapy / Teaching Assistant Focused: Targeted one to one and small group speech and language therapy including training and support for Teachers and Teaching Assistants | Research on 1:1 or small group intensive support using structured interventions shows the strongest evidence for Teaching Assistants having a positive impact on pupil attainment. These positive effects are observed when TAs work in structured settings with high quality support and training. (+4 months)<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions<br><br>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: (+6 months) | Priority 1: Oracy<br>Priority 3: Reading, Writing and Maths |

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| ***(£9,050)*** | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | |
| Teaching Assistant Focused:<br>• Maths<br>• Grammar<br>• Phonics<br>1:1 reading tuition<br><br>Intervention Teacher<br>**(£40, 752)** | Research on 1:1 or small group intensive support using structured interventions shows the strongest evidence for Teaching Assistants having a positive impact on pupil attainment. These positive effects are observed when TAs work in structured settings with high quality support and training. (+4 months)<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions<br><br>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: (+6 months)<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions<br><br>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: (5 months)<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics<br><br>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: (+5 months)<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | Priority 1: Oracy<br>Priority 2: Phonics<br>Priority 3: Reading, Writing and Maths |
| The school provides bespoke resources for all learners to complete at home. | Homework has a positive impact. Homework that is linked to classroom work is more effective. (+5 months)<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework | Priority 3: Reading, Writing and Maths |
| Provision of extra-curricular and enrichment activities across the curriculum engages and enriches the | Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. (+5 months) | Priority 4: Pupil Well-Being<br>Priority 5: Wider Pupil Participation |

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| learning opportunities for our pupils impacting on their attainment.<br>• Strong curricular links to external events and experiences for all pupils.<br>• Extra-curricular links (theatre trips etc.)<br>• Targeted enrichment opportunities (lunchtime and after school) | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches<br><br>Programmes that extend school time have a positive impact. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits. (+ 3 months)<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time<br><br>London is an exciting location with much to offer and our curriculum is designed to make the most of what is on our doorstep. By taking advantage of this, we can offer our learners a way of overcoming one of many barriers to their learning. The financial burden of visiting places or participating in projects is lifted from disadvantaged households and enables children to feel like an integral part of their wider community. | |

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

Budgeted cost: **£38,315**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Wellbeing: Interventions which target social and emotional learning:<br>• Range of enrichment clubs – e.g. lunchtime gardening, and art club and Art HLTA **(£21,515)**<br>• Music SLA **(£2500.00)**<br>• Residential **(£2,500)**<br>• *Greggs Breakfast* ***(£500)*** | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): (4 months)<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning<br><br>Residential trips provide a new context for forming relationships. The residential setting and team-building activities break down barriers, allow students to develop and practice important social skills, and encourage students to work more collaboratively, thus building skills such as teamwork and communication<br><br>School breakfast clubs are known to improve attendance, punctuality, concentration, behaviour, and educational attainment. They can also benefit parents by | Priority 4: Pupil Well-Being<br><br>Priority 5: Wider Pupil Participation<br><br>Priority 6 Attendance |

| | | |
|---|---|---|
| • AWA SLA Support **(£3,300)**<br>• GYOP **(£6500)**<br>• Trips **(£1,500)** | fulfilling a childcare function if they must start work earlier than school begins<br><br>Key finding arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | |

## Total budgeted cost: £ *[95,644]*

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

## Pupil premium strategy outcomes

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

Evaluation Criteria were:

- Pupils eligible for Pupil Premium Grant continue to achieve inline or below PPG children nationally, including at Greater Depth Standard.

- In year 1, PP pupils achieved **below** All Pupils in reading, writing and maths.

| | Reading | Writing | Maths |
|---|---|---|---|
| **Pupil Premium** | **33%** (1/3) | **33%** (1/3) | **33%** (1/3) |
| **Non-Pupil Premium** | **52%** (12/23) | **48**% (11/23) | **44**% (10/23) |

- In year 2, PP pupils achieved **above** All Pupils in reading, writing and maths.

| | Reading | Writing | Maths |
|---|---|---|---|
| **Pupil Premium** | **70%** (7/10) | **70%** (7/10) | **80%** (8/10) |
| **Non-Pupil Premium** | **68%** (13/19) | **68%** (13/19) | **79%** (15/19) |

- In year 3, PP pupils achieved **below** that of All Pupils in writing and below in reading and maths.

| | Reading | Writing | Maths |
|---|---|---|---|
| **Pupil Premium** | **56%** (5/9) | **37%** (3/8) | **44%** (4/9) |
| **Non-Pupil Premium** | **77%** (10/13) | **65%** (8/13) | **62%** (8/13) |

- In year 4, PP pupils achieved **significantly below** with All Pupils in writing and **below** in reading and maths.

| | Reading | Writing | Maths |
|---|---|---|---|
| **Pupil Premium** | **33%** (2/6) | **17%** (1/6) | **50%** (3/6) |
| **Non-Pupil Premium** | **62%** (13/21) | **71%** (15/21) | **76%** (16/21) |

- In year 5, PP pupils achieved **significantly below** with All Pupils in reading, writing and below that in maths.

| | Reading | Writing | Maths |
|---|---|---|---|
| **Pupil Premium** | **33%** (3/9) | **33%** (3/9) | **22%** (2/9) |
| **Non-Pupil Premium** | **82%** 14/17 | **77%** (13/17) | **88%** (15/17) |

- In year 6, PP pupils achieved **significantly below** with All Pupils in reading and maths, above in writing.

| | Reading | Writing | Maths | Combined RWM |
|---|---|---|---|---|
| **Pupil Premium** | 33% | 75% | 56% | 22% |
| **Non-Pupil Premium** | 94% | 22% | 88% | 69% |

- Whole School PP pupils (49%) achieved below with non-pupil premium (68%) in reading
- Whole School PP pupils (42% achieved below with non-pupil premium (65%) in writing
- Whole School PP pupils (49% achieved below with non-pupil premium (68%) in maths

The use of Pupil Premium funding for 2023-24, along with the Covid Recovery Grant, will be carefully planned to ensure our Pupil Premium children receive high quality support during the year to mitigate the impact of the pandemic as quickly as possible. The historic success of our Pupil Premium strategies alongside the availability of additional funding gives us every confidence that we will be able to narrow the gap substantially and quickly.

## 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 |
|---|---|
| Accelerated Reader | Accelerated Reader |
| Times Table Rock Stars | Times Table Rock Stars |
| Mathletics | A 3P Learning Product |
| Now Press Play | Now Press Play |
| Food parcels and FSM voucher distribution | LBTH Council |
| Parental Workshops to support with social emotional difficulties | LBTH Home School Service / Catholic Children's Society |
| Year 6 – Year 7 Secondary Transition | LBTH Secondary Schools |
| Behaviour Support | LBTH BASS Team |