

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
School name	Truro Learning Academy
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	35% (62 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Francesca Humberstone/Andrew Earnshaw
Pupil premium lead	Francesca Humberstone Head of School
Governor / Trustee lead	Aspire Trust Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,390
Recovery premium funding allocation this academic year	£8,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£93,380

# Part A: Pupil premium strategy plan

## Statement of intent

Our school motto, 'Aspire to Achieve', applies to all pupils at Truro Learning Academy, and we expect all pupils to achieve their academic, social and emotional potential, no matter their background. We believe wholeheartedly that a high-quality education can transform lives, and ultimately enable all pupils to thrive in modern British society. Through our carefully designed curriculum enacted by expert teachers we aim to progressively develop secure knowledge and skills, allowing all pupils to succeed academically across a broad range of subjects.

The pupils of the school come from a range of backgrounds and we are curious about the barriers that they face in achieving their potential. We show that we are highly ambitious for them by setting high expectations and planning to support them to make rapid and sustained progress. We pride ourselves on knowing all pupils in our community well and treat each child with the same level of acceptance and respect that they deserve. We work hard at building positive relationships with our pupils and families in an environment that is nurturing and emotionally supportive. Through our holistic educational offer, we aim to instil in pupils a readiness to learn, develop resilience and grit, foster independence, and ultimately pave the way for a lifelong love of learning.

This aim has been challenged during the pandemic, and since the evidence suggests that families who already have barriers to overcome, such as lower incomes, have been more profoundly affected by school closures and disruption, our use of the pupil premium is more important now than ever.

Our pupil premium strategy is therefore founded on the following core principles:

- A recognition by all staff that attainment and progress should not be determined by financial background. The nationally recognised marker of 'Disadvantaged' does not mean low ability.
- The expectation that all pupils, including those who are identified as 'disadvantaged', achieve the highest possible outcomes.
- Our approach will always be centred around the development of quality first teaching through ongoing professional development.
- Our use of funding is proactive and based on early identification of under achievement.
- Funding should allow all pupils in our community access to opportunities that were previously reserved for those from a more privileged background.
- Actions must be based on the most recent evidence, including learning from the Education Endowment Foundation. We only implement strategies that are known to demonstrably close the attainment gap, with a sharp focus on effective implementation.
- We regularly review our approaches and make changes when actions are no longer serving our aim of closing the attainment gap.

## Challenges

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

Challenge number	Detail of challenge
1	Monitoring and assessments suggest that 'disadvantaged' pupils start EYFS with under-developed spoken language skills and vocabulary gaps. These gaps can be seen from EYFS through to KS2 and in general, are more prevalent among our 'disadvantaged' pupils than their peers. This means the children are less able to express themselves and it makes it harder for them to understand the curriculum.
2	Assessments and monitoring suggest that 'disadvantaged' pupils generally have greater difficulties with phonics than their peers, particularly in Reception. If they don't know their letter sounds, they struggle to read and understand their work. This negatively impacts their development as readers and learners.
3	Assessments and monitoring have identified that pupils' basic arithmetic skills have been significantly impacted following the sustained school closures. This has led to significant knowledge gaps and therefore pupils falling below where they should be.
4	Due to intermittent school and class closures, children have missed a significant amount of schooling. We have identified through our assessment that this has had a negative impact on their progression throughout the curriculum, particularly with writing. These findings are supported by national research undertaken by: DfE, Rising Stars, NFER and FFT state that the impact of COVID 19 means that the gap between 'disadvantaged' and 'non-disadvantaged' children's achievement is widening. <a href="https://www.educationendowmentfoundation.org.uk">Best evidence on impact of Covid-19 on pupil attainment   EEF (educationendowmentfoundation.org.uk)</a>
5	Assessment, observations, and discussions with pupils suggest more 'disadvantaged' pupils have lower self-esteem, poor social skills and struggle with self-management. Pupil wellbeing has suffered through long periods at home away from school, as evidenced by an increase in referrals to the Early Help hub.
6	Our attendance data over the last two years indicates that attendance among 'disadvantaged' pupils was between 5.3 and 3.6 percentage points lower than for 'non-disadvantaged' pupils. Between 35.4% and 14.9% of 'disadvantaged' pupils have been 'persistently absent' compared to between 15.3% and 5.6% of their peers during that period. (see Glossary 4) Our assessments and observations indicate that absenteeism is negatively impacting 'disadvantaged' pupils' progress.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve the oral language, communication and vocabulary of all pupils so that they can express themselves effectively and access the	Assessments and observations indicate significantly improved oral language among 'disadvantaged' pupils. This should be evident when observing lessons and talking

curriculum in Reception and Year 1 and beyond.	with pupils. The gap between 'disadvantaged' and 'non-disadvantaged' will close in the prime areas, as well as throughout the curriculum.
To improve reading progress and attainment for all pupils including the learning and application of phonics.	Achieve above national average consistently over time in the Phonic Screening Check (PSC), with the aim of 100% of 'disadvantaged' pupils passing the Y1 PSC by 2024/25. (see Glossary 5)
To improve outcomes at the end of KS1 and KS2, preparing all pupils effectively for the next stage of their schooling.	'Disadvantaged' children in our school achieve better than the national non-disadvantaged figures at KS1 and KS2 by 2024/25.
To increase pupil wellbeing through development of self-management skills, social skills and self-esteem.	Assessments and observations will show an increase in confidence, self-awareness and self-regulation. As a result, 'disadvantaged' pupils will better succeed academically.
To achieve and sustain improved attendance for all pupils, particularly our 'disadvantaged' pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Attendance for the year is above 96% for all children, with 'disadvantaged' children above 95%.</li> <li>• The gap between 'disadvantaged' and 'non disadvantaged' persistent absentees is reduced. Rates of persistent absence are better than national averages for both groups.</li> </ul>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching in phonics through coaching, high staffing levels and regular high-quality training.	There is very extensive evidence from the Education Endowment Foundation (EEF), to support the use of a systematic phonics programme with pupils in Key Stage 1. (see Glossary 6) <a href="https://educationendowmentfoundation.org.uk/Improving-Literacy-in-Key-Stage-1-EEF">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a> Recommendation 3	2
Launch whole class reading approach for KS2, with a focus on comprehension strategies and vocabulary acquisition.	The EEF toolkit identifies that effective reading comprehension strategies that focus on the learner's understanding of written text using a range of techniques can enable them to make +6 months progress within a year when taught effectively. <a href="https://educationendowmentfoundation.org.uk/Reading-comprehension-strategies-EEF">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> + 6 months <a href="https://educationendowmentfoundation.org.uk/Improving-Literacy-in-Key-Stage-2-EEF">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a> Recommendation 3  <i>'Just reading': the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms</i> , February 2018 Ten teachers received additional training in teaching comprehension. Students in both groups made 8.5 months' mean progress on standardised tests of reading comprehension, but the poorer readers made a surprising 16 months progress with no difference made by the training programme. Simply reading challenging, complex novels aloud and at a fast pace in each lesson repositioned 'poorer readers' as 'good' readers, giving them a more engaged uninterrupted reading experience over a sustained period.	1, 4
Continuous Professional Development to ensure quality first teaching and support from all staff. Rosenshine's principles of	The evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. <a href="https://educationendowmentfoundation.org.uk/1.-High-quality-teaching-EEF">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4

<p>instruction ongoing Professional Development. Fund ongoing teacher release time/overtime for support staff.</p> <p>Coaching programme embedded with a focus on supporting 'disadvantaged' pupils, developing Talk for Writing approach and NCETM curriculum implementation. (see Glossary 7 and 8)</p>	<p><a href="https://educationendowmentfoundation.org.uk/eeef-guidance/primary-school-planning-a-tiered-approach-to-2020-21.pdf">The EEF guide to supporting school planning - A tiered approach to 2020-21.pdf (educationendowmentfoundation.org.uk)</a></p> <p>Rosenshine's principles named as components of high quality teaching.</p> <p><a href="https://educationendowmentfoundation.org.uk/eeef-guidance/effective-professional-development/">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Recommendation 2</p>	
<p>Enhancement of teacher feedback to pupils in line with EEF guidance reports.</p>	<p>The EEF toolkit identifies that when done effectively, feedback can have high effects on children's learning. Our assessment policy is written and is reflective of the EEF's feedback review, and takes into account findings on teacher workload and impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/eeef-guidance/feedback/">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p>+6 months</p> <p><a href="https://educationendowmentfoundation.org.uk/eeef-guidance/teacher-feedback-to-improve-pupil-learning/">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://publishing.service.gov.uk/guidance/eliminating-unnecessary-workload-around-marking">Eliminating unnecessary workload around marking (publishing.service.gov.uk)</a></p>	4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Sustaining Mastery training). (see Glossary 9)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the NCETM, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk/guidance/mathematics-guidance-key-stages-1-and-2-covers-years-1-to-6">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/eeef-guidance/ks2-ks3-maths-guidance-2017.pdf">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p>	3, 4
<p>Purchase and implementation of Number Sense to improve rapid recall facts and accelerate progress (KS1).</p>	<p>Research shows that enabling pupils to develop a rich network of mathematical knowledge will increase attainment and the understanding of mathematics.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</a></p> <p>+6 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/eeef-guidance/improving-mathematics-in-the-early-years-and-key-stage-1/">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p>Improve the quality of social and emotional</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at</p>	1, 5

<p>(SEL) learning. Complete training from Research School on EEF learning behavior guidance reports.</p> <p>Implement SEL approaches which will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	
<p>Develop strong continuous provision in Reception (Early Excellence model). Year 1 to be taught using a developmentally appropriate continuous provision model.</p> <p>(see Glossary 10 and 11)</p>	<p>Piaget (1952) describes the preoperational stage which runs from 2 – 6 years as a period in which children learn to use language, think symbolically, and represent their ideas using pictures and objects: they are highly active, learning through pretend play and first-hand experiences. It is not until around the age of 7 that major developmental changes take place; when children begin to think in the abstract (Bredekamp, 1987), develop the ability to plan ahead, to approach problems more logically and understand another's point of view (Robinson, 2008). Many European studies demonstrate that children from the age of 7 are ready to access more formalised learning.</p>	1, 2, 5

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

Budgeted cost: £36,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional one to one and small group phonics sessions targeted at disadvantaged pupils who require further phonics support. Training accessed through English hub and Read Write Inc (RWI) development days. (see Glossary 12 and 13)</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/Phonics/">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>+5 months progress</p>	2
<p>Implementation of programmes (NELI, Time to Talk) to improve listening, narrative and</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p>	1



vocabulary skills for disadvantaged pupils who have relatively low spoken language skills on entry in EYFS. (see Glossary 14 and 15)	<a href="https://educationendowmentfoundation.org.uk">Nuffield Early Language Intervention   EEF (educationendowmentfoundation.org.uk)</a> + 4 months	
Targeted one to one and small group reading interventions in KS2 (fluency through repeated reading, comprehension through Fresh Start).	<a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a> Recommendations 2 and 7  Fresh Start's robust assessment tool ensures that pupils are grouped by stage, with texts targeted at their reading ability and continued phonics support. The EEF was commissioned to conduct a study on the impact of the Fresh Start programme, finding that on average pupils made 3 months progress over their peers when participating within this programme.  <a href="https://educationendowmentfoundation.org.uk">Fresh Start   EEF (educationendowmentfoundation.org.uk)</a> + 3 months	4
Purchase and implementation of Number Sense to improve rapid recall facts and accelerate progress (interventions in KS2). (see Glossary 16)	Research shows that enabling pupils to develop a rich network of mathematical knowledge will increase attainment and the understanding of mathematics. <a href="https://educationendowmentfoundation.org.uk">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a> Recommendation 7	3

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

Budgeted cost: £18,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and training of pastoral and learning support mentor – in addition to targeted approaches for pupils, communicate effectively with parents.	<a href="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a> + 4 months <a href="https://educationendowmentfoundation.org.uk">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 5, 6
Implement SEL interventions (Lego therapy, Draw and talk, emotional coaching) with targeted pupils, to complement whole-school approach and in	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	1, 5



line with TIS ethos. (see Glossary 17)	<a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> + 4 months Trauma informed approaches aim to have a relational understanding of the specific child's needs, focus on building positive relationships and a clear consistently applied whole school approach to rewards and sanctions, along with effective routines. This mirrors the findings and recommendations from the EEF guidance report: <a href="https://educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://traumainformedschools.co.uk">our mission (traumainformedschools.co.uk)</a>	
Improve attendance through targeted support for Pupil Premium pupils, and taking action in line with DfE guidance.	The first part of this document sets out the principles underpinning an effective whole school strategy for attendance. The second part of this document outlines actions that school staff and local authorities may consider taking to improve attendance for all pupils, pupils at risk of persistent absence and pupils who are persistently absent (PA). <a href="https://www.gov.uk/government/publications/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a>	6

**Total budgeted cost: £93,380**

## 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 2020 to 2021 academic year.

Desired outcome	Progress made	Next steps
A. Quality first teaching (QFT) in core curriculum areas across all year groups enables Pupil Premium (PP) pupils to make accelerated progress towards national expectations.	QFT in UKS2 secured catch up. In Y6 this enabled 55% of PP pupils to achieve the expected standard (EXS) and above in reading and 55% in maths (increase of 15 percentage points on 2019). In Year 5 this enabled 73% of PP pupils to achieve EXS and above in reading and 45% in maths. Almost all PP pupils in the oldest two classes made expected or accelerated progress in reading and maths based on prior attainment.	Secure accelerated progress and catch up in writing. Train all new staff in QFT approaches at our school (Rosenshine's principles, coaching, maths assessment feeding into planning). Diminish the difference in progress towards prior attainment in years 2-4 in reading, writing and maths.
B. Diminish the difference between attendance of PP and non-disadvantaged peers, raising the percentage to national expectation (96%).	Percentage attendance for PP pupils increased by 4.2 percentage points, whilst attendance for all pupils increased to be in line with national averages.	Rigorous monitoring of attendance, particularly PP children. Teachers to meet with parents as soon as concerns or patterns arise. Targeted support for PP persistent absentees.
C. A rigorous and sequential approach to the reading curriculum in KS1 results in successful teaching of systematic synthetic phonics.	RWI implemented, with majority of teachers experts and greater fidelity to the programme. Fast track tutoring in place for lowest 20% readers. 40% PP pupils passed Year 2 screening check in December 2020. This increased to 83% by end of Year 2. 93% (89% PP) of Year 1 cohort on track to pass screening check by December 2021.	Secure QFT across all phonics groups, with high staffing levels to ensure homogeneous groupings. Accelerate progress of Reception cohort to ensure more pupils are able to read and access the curriculum in the infant classes.
D. Ensure all Pupil Premium children's emotional needs have been supported through targeted interventions.	Motional assessments and targeted interventions used to track progress for pupils with SEMH needs. Progress for UKS2 PP pupils led to catch up in attainment.	Implement NELI intervention in Reception – improve pupils' early communication and interaction skills to improve behaviour and emotional regulation. Develop SEL approaches to have greater impact on a higher proportion of PP pupils. Targeted interventions training for proven strategies that have impact e.g. Draw and Talk, Lego therapy.
E. Pupil Premium children access life experiences that they would not otherwise (e.g. outdoor learning).	Broader range of experiences accessed by all pupils including PP, both through curriculum offer and extra-curricular activities.	Planning outdoor learning as part of the TLA curriculum offer (see TLA three-year vision).

## Externally provided programmes

Programme	Provider
Number Sense	Number Sense Maths
Curriculum Prioritisation in Primary Maths	NCETM
Read Write Inc. Fresh Start	Ruth Miskin's Read Write Inc
Read Write Inc. Phonics	Ruth Miskin's Read Write Inc
Accelerated Reader	Renaissance Learning
Trauma Informed Schools training	TIS UK
Talk for Writing	Talk for Writing
Jigsaw	Jigsaw PSHE Ltd
Nuffield Early Language Intervention Oxford University Press	Nuffield Early Language Intervention Oxford University Press

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	See desired outcome A
What was the impact of that spending on service pupil premium eligible pupils?	Improvement in progress and catch up with peers.

## Glossary

1. Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils
2. The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the pupil premium, this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.
3. Disadvantaged pupils are defined as: Pupils who have been eligible for Free Schools Meals (FSM) at any point over the last 6 years, Pupils who have been looked after continuously for at least one day in the last year, and Pupils who have left care through a formal route such as adoption.
4. Persistent absence is when a pupil's overall absence equates to 10 per cent or more of their possible sessions.
5. The Phonics Screening Check (PSC) is a test for children in Year 1. Children take it during June in a one-to-one setting with a teacher.
6. EEF The Education Endowment Foundation (EEF) is an independent charity dedicated to breaking the link between family income and educational achievement.
7. Talk for Writing is an approach to teaching writing that encompasses a three-stage system: 'imitation' (where pupils learn and internalise texts, to identify transferrable ideas and structures), 'innovation' (where pupils use these ideas and structures to co-construct new versions with their teachers), and 'invention' (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language.
8. NCETM (National Centre for Excellence in the Teaching of Mathematics). They exist to support anyone who teaches maths, and who wants to be even better at it. The NCETM is funded by the Department for Education (DfE).
9. Sustaining Mastery Training - This is training for all primary schools who have previously been involved in teaching for mastery via a Development or Embedding Work Group, or who are Mastery Specialist schools. It brings together schools across the Maths Hubs Network that are working on continued development to sustain their teaching for mastery approach to mathematics. Mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject. The phrase 'teaching for mastery' describes the elements of classroom practice and school organisation that combine to give pupils the best chances of mastering maths. Achieving mastery means acquiring a solid enough understanding of the maths that's been taught to enable pupils to move on to more advanced material.
10. Continuous provision describes all of the different provision areas which are available for children to use every day. Within each of these areas of provision there should be a core range of resources that children can use all of the time, throughout the whole year.
11. Early Excellence are an established national leader of pedagogy, provision and practice, specialising in young children's education. They champion the development of inspirational learning and teaching, offering expert advice, support and training to schools and settings across the UK.
12. English Hubs are funded by the Department for Education to offer support to local schools, academies and free schools to improve the teaching of phonics, early language and reading in Reception and Year 1.

13. Read, Write Inc (RWI) is a nationally recognised and funded scheme that aims to teach every child to read and write, and to keep them reading.
14. NELI (Nuffield Early Language Intervention) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. It is an evidence-based early intervention programme that can be easily delivered by schools to address children's language needs. Several robust evaluations have led to NELI being the most well-evidenced early language programme available to schools in England.
15. Time to Talk is a Programme to Develop Oral and Social Interaction Skills for Reception and Key Stage One.
16. Number Sense is a systematic and structured programme enabling children to develop both a deep understanding of number and number relationships and fluency in addition and subtraction facts. Comprehensive professional development and support is included in the programmes to ensure teachers get the best possible outcomes for their children.
17. Trauma Informed Schools (TIS) A trauma informed school is one that is able to support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. The organisation supports schools, communities, and other organisations in providing relationships for these children that heal minds, brains, and bodies. Key conversational skills in addressing and making sense of what has happened are central to the work as is a major shift in whole school/organisation/community culture.