


Pupil Premium Statement: Lead Teacher Kate Nester, Lead Governor: Martin Lukins

Total no. of Pupils in school	155	Funding per pupil	£1,455 per pupil
Total no or% of PP pupils	28 or 18%	PP Budget for 2023-24	Budget allocated from LA = £60,209 (incl c/f) Current HH allocated funding = £45,246 Remaining budget = £14,963
% of pupils who are pp YrR	8/52 or 15%	PP Catch Up (C19)	Budget allocated from LA = £11,515 (incl c/f)
% of pupils who are pp in Yr1	10/58 or 17%	<p>The grant may be spent by maintained schools for:</p> <p>1) The educational benefit of pupils registered at the school, or for the benefit of pupils registered at other maintained schools; and</p> <p>2) On community facilities, for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the school's locality</p> <p>3) The DfE website explains that it is up to schools to decide how to use the funding, as they are best placed to assess what additional provision their pupils need.</p> <p>4) The DfE recommends that a three year strategy should be planned</p>	
% of pupils who are pp Yr 2	10/45 or 22%		
% of pp pupils with -95%	19/28 or 68%		
% of pp pupils with SEND	7/28 or 25%		
% of pupils with EAL	1/28 or 4%		
% of pp pupils who are also v	16/28 or 57%		
% of pp pupils with + 1 need	7/28 or 25%		
% of pp pupils with + 2 needs	11/28 or 39%		
% of pp pupils with + 3 needs	5/28 or 18%		
Total no. of service children	2		
Total no. of previously CLA	1		

Key Principles Behind PP Funding

EEF Publication Summer 2019	<p>The attainment gap is the most stubborn test facing schools at this time. The pupil premium grant is given to schools with the purpose of trying to close this gap. The gap is stubborn because its causes are entrenched and complex and most lie beyond the control of school and educators. It is more than just the opportunity to be in receipt of extra funding. It should be the opportunity to ensure extra focus to the prioritising of the achievement of children from disadvantaged backgrounds. Schools should use the premium to plan and put in place additional strategies that will enable children to succeed through informed and evidence based decision making. 'For the toughest problems there are no quick fixes. But used with care and commitment the Pupil Premium is one of the best bets we have'.</p> <p>The challenge of implementation is that less is more. The longer the list of interventions the smaller the success as there will be too many to manage. We must also ensure that we are providing challenge for our higher attaining pupils and not just supporting the progress of those pupils working below the expected level. 'Good teaching is the most important lever that schools have to improve the outcomes of disadvantaged pupils'. The pupil premium grant can & should benefit those pupils for whom it has been identified however, it is also acceptable for it to have wider impact on all pupils across the setting. 2022-23 'There is evidence that the attainment gap between socially disadvantaged pupils and their classmates has grown. There is further evidence that the children in Key Stage 1 have been the most significantly impacted with lower attainment than previous cohorts across all subjects. There is also emerging evidence that the pandemic has had a negative impact on pupil mental health.</p>
EEF: Moving forward, making a difference 2022-23	
Sutton Trust Toolkit	<p>The Sutton Trust's Pupil Premium Toolkit, compiled in conjunction with the Education Endowment Foundation (EEF), details the most effective ways of spending the funding, both in terms of cost and results. Based on work carried out by the University of Durham, the toolkit is an analysis of 5,500 educational studies into strategies for improving the attainment of disadvantaged pupils. https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/</p>
Hindhayes OFSTED Nov 2017	<p>'Your school is a happy, caring and positive environment. Pupils enjoy the many opportunities that are available to them, including the Forest School and a well-stocked library. The care and attention to detail you provide is evident in the high quality case studies that demonstrate clearly the impact of school initiatives on individual such as developing their mental health and well-being or the promotion of good reading habits. Work in books indicates that pupil's progress is at least good; it is sometimes better than this for disadvantaged pupils. As a result of collective efforts disadvantaged pupils are now reaching standards at the end of Year 2 in line with other pupils nationally. Monitoring is of a very high quality and used well to inform practice, for example in the teaching of phonics. '</p>
Hindhayes Pupil Premium Audit February 2019	<p>Bill Jerman, pupil premium educational consultant completed an audit of the Hindhayes pupil premium provision. A very thorough visit, it involved meeting with the Head & DHT, a % of the teachers and TAs, some parents & pupils as well as the pupil premium governor and the Business Manager. The report provided ideas & suggestions to enhance current provision. It detailed the 'range of good practice that is happening at Hindhayes' & identified these strengths</p> <ol style="list-style-type: none"> 1) The vision, drive, passion of the senior leaders 2) The wider range of strategies being use with pupils and families e.g. attendance strategies 3) The key role of the PFSA 4) The impact of Forest School 5) The passion and enthusiasm of staff 6) The effective assessment procedures and analysis enabling good tracking of pupils 7) Strong staff knowledge of pp pupils alongside all pupils 8) Positive engagement in the SIF project 9) Positive parental views of the school 10) Financial monitoring and tracking

Barriers/Challenges to Future Attainment 2023-24
In – school barriers (issues to be addressed in school)

1.	82% or more than three quarters of the pupils have an additional need as well as being pupil premium. This is broadly in line with last year when it was 83%.
2.	25% of the pupil group continue to be supported for special educational needs.
3.	57% or more than half of the pupil group are also experiencing emotional or social needs due to vulnerability. This increased from 41% in 2021-22 and 50% in 2022-23. This percentage appears to be on the incline. This could be due to the economic crisis and ongoing challenges for families linked to overcrowding, family breadowns, parental mental health and COVID.
4.	68% of pupils have attendance under 95%. This increased from 57% last year and 52% the year before. Once again this is on the increase and may be due to families still responding to full time education post lockdowns. Hindhayes are also still working with children who have been impacted by national lockdowns.
5.	At this time we are continuing to struggle with the high level of need across the cohorts e.g. number of children with EHCPs, ASC Pathway needs, learning and cognition barriers, toileting trauma, medical needs who require the ongoing high level support of the team.
6.	The impact of COVID 19 on this group of pupils is just now beginning to be seen. Organisations and researchers have noted that COVID 19 has had its biggest impact on children who are vulnerable and those who are in Key Stage 1. We have noted a drop in our results and we hope that through the continued commitment of the whole school we can work tirelessly to support this group of pupils and the needs that arise within their families
<p><u>2022-23: We must remember the EEF documentation:</u> 'There is evidence that the attainment gap between socially disadvantaged pupils and their classmates has grown. There is further evidence that the children in Key Stage 1 have been the most significantly impacted with lower attainment than previous cohorts across all subjects. There is also emerging evidence that the pandemic has had a negative impact on pupil mental health.</p> <p><u>2022-23: We must also note the information from the recommended pupil premium strategy statement framework:</u> 'We strongly discourage comparing your schools 2022 performance data with data from previous years. The impact of COVID 19 makes it difficult to interpret why the results are as they are. You should compare your school's disadvantaged pupil's performance data to local and national averages with caution.'</p> <p>We believe this information is still relevant to our cohort for 2023-24.</p>	

Intended Outcomes 2023-24

In – school barriers (issues to be addressed in school)

	Outcome	Success Criteria
1.	All Hindhayes pupils including those in receipt of pupil premium funding acquire a sound phonic knowledge by the end of Key Stage 1 through the coherence/credibility strand of our whole school curriculum offer	<ul style="list-style-type: none"> • HH pupils achieve the phonics screening in line with their national peers • Those HH pupils who do not pass the phonics screening in Year 1 pass it in a rescreen by the end of Year 2 • HH pupils are confident readers • HH pupils are confident writers • HH pupils are well supported through an ambitious and rigorous, systematic and synthetic phonics program which has been validated by the DfE e.g. Soundwrite • HH pupils are supported by robust tracking and monitoring to ensure that children make progress from their starting points
2.	All Hindhayes pupils including those in receipt of pupil premium funding have access to books that aid them to want to be life long readers through the community strand of our whole school curriculum offer	<ul style="list-style-type: none"> • HH pupils have high quality books within their classrooms • HH pupils are motivated readers who enjoy reading • HH pupils have high quality books within their homes • HH pupils have access to a high quality, well stocked & purpose built library
3.	All Hindhayes pupils have the opportunity to have access to high quality support when required through the community strand of our whole school curriculum offer	<ul style="list-style-type: none"> • HH tries to respond to the emergency needs of the children within the community e.g. through a supported out of school offer
4.	The Hindhayes curriculum considers the needs of our vulnerable learners through the compassion strand of our whole school curriculum offer	<ul style="list-style-type: none"> • All pupils are supported by a curriculum that is compassionate to the needs of our varied and diverse community • All pupils are supported by trauma informed approaches that nurture • All pupils have access to a well embedded forest school • All pupils have a class teacher who ensures connection and a relational approach as part of their quality first teaching

2023-24 Allocation & Impact of PP Funding

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Improving the Quality of Teaching & Learning	Intervention	Cost	Completed Actions & Impact																																																							
	Bookshelf reading Project Reading Comprehension +5 Sutton Trust Toolkit	£600	All pupil premium pupils have been provided with six home reading books e.g. one each half term from T1-T6. This is aimed at raising motivation for reading at home, increase the variety of books that children have & share with parents the benefits of reading at home. Recent information provided about pp pupils highlighted that 1 in 8 of disadvantaged children will not have a book in their homes. We also purchase the same copy of the book for classroom book corners so that all children can enjoy the story chosen.																																																							
	Parental Involvement +3 months	Impact	Pupils and parents continue to express how much they are enjoying the books. Reading data for pupils at the end of Year 2 over the last three years shows that the % of PP pupils achieving ARE in reading is back above the national average.																																																							
			<table><tr><th colspan="5">% of Pupils Achieving ARE within reading at the end of Year 2</th></tr><tr><th rowspan="2">Year</th><th colspan="2">Pupil Premium</th><th colspan="2">All Pupils</th></tr><tr><th>HH</th><th>National</th><th>HH</th><th>National</th></tr><tr><td>2017 (7 pupils)</td><td>71%</td><td>61%</td><td>72%</td><td>76%</td></tr><tr><td>2018 (17 pupils)</td><td>50%</td><td>60%</td><td>76%</td><td>76%</td></tr><tr><td>2019 (17 pupils)</td><td>65%</td><td>60%</td><td>82%</td><td>75%</td></tr><tr><td>2020 (19 pupils)</td><td colspan="4">School closed summer term due to COVID no data collected</td></tr><tr><td>2021 (25 pupils)</td><td colspan="4">Due to the disruption of COVID 19 there was no end of year tasks</td></tr><tr><td>2022 (14 Pupils)</td><td>29%</td><td>51%</td><td>62%</td><td>67%</td></tr><tr><td>2023 (12 pupils)</td><td>50%</td><td>TBC</td><td>75%</td><td>68%</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>		% of Pupils Achieving ARE within reading at the end of Year 2					Year	Pupil Premium		All Pupils		HH	National	HH	National	2017 (7 pupils)	71%	61%	72%	76%	2018 (17 pupils)	50%	60%	76%	76%	2019 (17 pupils)	65%	60%	82%	75%	2020 (19 pupils)	School closed summer term due to COVID no data collected				2021 (25 pupils)	Due to the disruption of COVID 19 there was no end of year tasks				2022 (14 Pupils)	29%	51%	62%	67%	2023 (12 pupils)	50%	TBC	75%	68%					
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	Evidence	Pupil attainment. Pupils and parents continue to express how much they are enjoying the books. In summer 2022 Hinhdyaes pupil premium children did better in writing than they did reading e.g. 36% reached ARE. This cohort really missed the consistent journey through their Reception year and the exposure to robust phonics teaching.																																																								
	Next Step	Autumn 2023: Continue to provide books to families as if 1 in 8 of the pp cohort for this year may not have books that will equate to 5 of our current families.																																																								
	Next Steps	Feb 2024: Consider future schol structure in light of pupil numbers for 2023-24																																																								
Supporting Mental Health and Wellbeing	Additional PFSA time Sutton Trust Toolkit: Social & Emotional +4 mths	£5,866	With a significant drop in pupil’s reciving funding this year the school is now no longer able to fund the additional hours required to employ our PFSA. However there continues to be a shortfall in the funding for PFSA’s across the Street and Glastonbury partnership. Hindhayes continues to prioritise this in response the complex needs of some of our families within the Street Community.																																																							
	Behaviour Interventions +4 mths EY STT self-regulation +7mths	Impact	Parents interviewed during the PP audit commented that ‘Andy was a life saver’. At Hindhayes we believe that the PFSA is a poverty warrier in the local community helping families who are struggling to meet the emotional needs of their families. 2021-22: the school spent a great deal of time working with the local Parich Council to obtain money which was allocated to vulnerable families in 2019. This work has resulted in local schools reciveing £27,000 which has been divided and shared with Hindhayes. 2022-23: Currently the PFSA is supporting 8 families at Hindhayes. The PFSA is also supporting the school to pick up some of the work which would have been undertaken by the full time ELSA who retired in April this year. PFSA requested reduced working hours and is now just working with Hindhayes. We hope that this will enable more focused working and a better work life balance for this vital member of our team.																																																							
		Evidence	Nurture team tracking. PFSA records. Parent Feedback and Pupil premium audit																																																							
		Next Steps	Autumn term 2023: AL to settle into the pattern of three day working. Hindahyes safegaruding/nurture team to be more proactive in the work that we are doing with families e.g. running parent workshops for groups of families rather than just working with indivudals which takes more time.																																																							

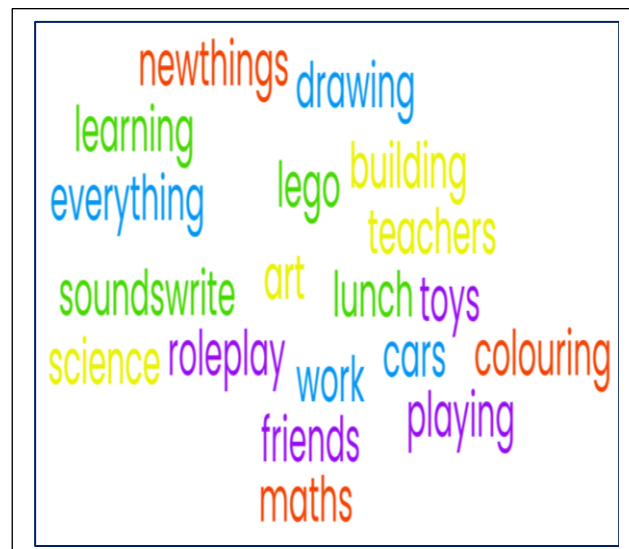
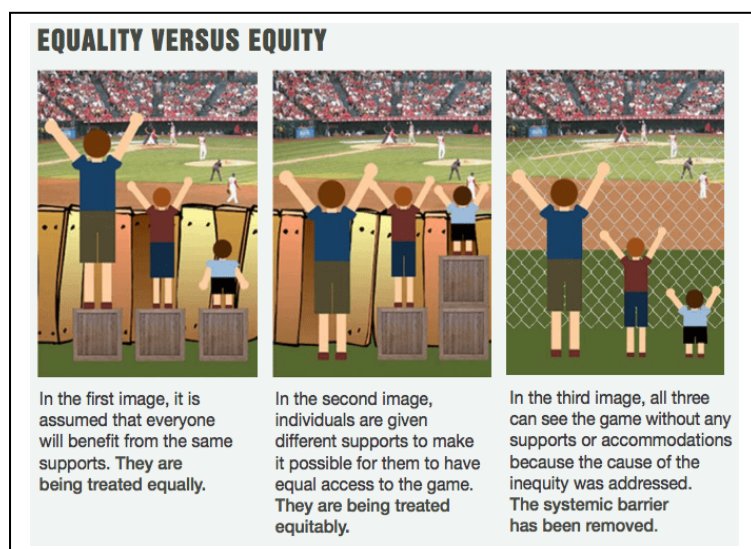
Enriching Experiences	Forest School Staffing Physical Development +2 months Outdoor Adventure + 4 months Social & Emotional +4 months Behaviour Interventions +4 months Sutton Trust Toolkit Early Years Interventions +5 months Sutton Trust Toolkit EY STT self-regulation +7mths & Play based experiences +3mths	£38,780	An experienced Forest School teacher has now been leading Forest School since 2015. Across the whole school this is fully embedded within the curriculum to provide SEMH support for pupils as well as cover the breadth of the Early Years curriculum. We have also worked hard over the last two years to consider where links to the Key Stage one outcomes can be made e.g. with Science, DT, History and Geography. Following a successful application the school was awarded the national forest school award. This was reviewed and retained in summer 2023.									
	Impact	% of Pupils Achieving GLD at the end of Year R										
		Year	All Pupils GLD			All Pupils CL		All Pupils PSED		All Pupils Physical D		
			HH	Nat	HH	Nat	HH	Nat	HH	Nat		
		2017	56.5%	72%	79%	82.1%	92%	85.2%	88%	87.5%		
		2018	72%	71.5%	84%	82%	90%	85%	87%	87%		
		2019	ALL	Other	Nat							
			68%	83%	72 %	91%	86%	88%	88%	84%	90%	
		PP	43%	-	57%							
		2020	ALL	Other	Nat							
			No data reported due to school closures as a result of COVID									
		2021	No data reported due to school closures as a result of COVID									
		2022	The Good Level of development this year was 57%. Below the national average of 72%. We are hopeful that we will continue to diminish the difference for pupils by the end of KS1 as we struggle to do this in a year with no on site nursery.									
2023	The Good Level of development this year was 41%. This is a declining picture but one that is hard to address. Staff are working towards addressing these gaps through e.g PM targets 2023-24.											
Evidence	Observations of Kath Honeywill Forest School Leader and class teachers. No exclusions within the school for the last 8 years. Fully inclusive curriculum underpinned by compassion.											
Next Step	Feb 2023{ Continue to provide Forest School to provide support for pupils even when pupil numbers are lower.											
Emergency Response	As required if available	SLT will provide funding to support families in the event of an emergency e.g. the need for support with childcare payments, food parcels, before and after school care.										
	Impact	Families are able to work through the holidays with the confidence that they can pay for the additional childcare that they require. Throughout the year families are identified at e.g. Christmas for care packages and hampers to help through these periods of additional expense. 2022-23: So far this academic year, families have been supported when they have felt unable to collect their children due to their own wellbeing. This has enabled the school to build connections with these parents and carers which have then led to trusting relationships and at times referrals through to the school PFSA.										
	Evidence	The school has now run two years of successful wrap around care. This has been evidenced through the feedback from the Somerset SASP group who have provided feedback that our holiday planning provides excellent support and care for vulnerable families.										
	Next Steps	Feb 2024: Allocate funding to families as and when required throughout the academic year.										

Pupil Premium Governor Monitoring visit: 16.10.23: Martin Lukins

Evidence of Diminishing the Difference & Closing the Gap Over Time for the PP children between 2020-2023	
Year R 2020-2021	<p>The children in this cohort had their learning in Year One interrupted by the pandemic. Senior staff ensured that vulnerable children were prioritised and monitored. Between January and April school was closed and children learnt in class bubbles for the whole of the school year. Staggered starts and finishes meant that pupils were kept at a distance and relationships were hard to build with those beyond the classroom.</p> <p>No Data was collected at the end of the summer term.</p>
Year 1 2021-22	<p><u>Attainment:</u> Due to the national lockdown Year 1 pupils sat the phonics screening in the Autumn of Year 2. This enabled a higher percentage of pupils to pass the phonics screening e.g. at Hindhayes in 2021 the % was 83% as they had time to address the gap that had been created due to the inconsistent experience within their Early Years Education.</p> <p>For the first time since the lockdowns this cohort took the phonics screening in May 2022 and only 55% of the children reached the expected standard. This was below the national standard, which was 75%.</p>
Year 2 2022-2023 (12 pupils)	<p><u>Attainment:</u> A significant % e.g. 58% of the Year 2 pp group were Pupil Premium plus (e.g. they all had an additional need such as SEND).</p> <p>50% of PP pupils attained expected or above in reading 58% of PP pupils attained expected or above in writing 75% of PP pupils attained expected or above in maths</p> <p>All of the children who did not pass the phonics screening in Year 1 retook this in Year 2. 93% passed. Three children did not. 2 of these had highly complex needs and were not entered for the end of Year 2 SATs. The other joined the school from Portugal at Easter and did not have the time to have enough teaching to aid rapid progress. 100% of the PP pupils who had to retake passed.</p> <p><u>Attendance:</u> This academic year 50% of the Year 2 pp children had attendance under 96% for at least two/three out of the three years that they were with us. This has not enabled them to have a consistent journey through the school year and has only compounded the previous years interruptions.</p>

2022-23: We must remember the EEF documentation: 'There is evidence that the attainment gap between socially disadvantaged pupils and their classmates has grown. There is further evidence that the children in Key Stage 1 have been the most significantly impacted with lower attainment than previous cohorts across all subjects. There is also emerging evidence that the pandemic has had a negative impact on pupil mental health.'

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Education Endowment Fund produce a toolkit for Head Teachers and senior leaders to use. This toolkit has evidence of the amount of progress a pupil can make within months as a result of an intervention. The cost is reflected by the number of £s and the strength of the research that supports this information is reflected through the number of locks that are allocated to each area. Governors can use this toolkit to challenge the allocation of school finances.

Key Stage One Toolkit

Search Site				
Evidence and Data / Projects / Evaluation / Apply for Funding / News & Events / Support Us				
TEACHING & LEARNING TOOLKIT TOPIC	COST	EVIDENCE	IMPACT	
Feedback	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+8 months	
Meta-cognition and self-regulation	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+8 months	
Early years intervention	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5	
Peer tutoring	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5	
Collaborative learning	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months	
Homework (Secondary)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months	
Mastery learning	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months	
One to one tuition	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months	
Oral language interventions	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months	
Reading comprehension strategies	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months	
Behaviour interventions	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months	
Digital technology	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months	
Phonics	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4	
Small group tuition	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months	
Social and emotional learning	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months	
Outdoor adventure learning	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3 months	
Parental involvement	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3 months	
Reducing class size	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3 months	
Arts participation	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2 months	
Extending school time	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2 months	
Individualised instruction	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2 months	
Learning styles	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2 months	
Sports participation	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2 months	
Summer schools	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2 months	
Homework (Primary)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1 month	
Mentoring	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1 month	
Teaching assistants	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1 month	
Aspiration interventions	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0 months	
Block scheduling	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0 months	
Performance pay	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0 months	
Physical environment	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0 months	
School uniform	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0 months	
Setting or streaming	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-1 month	
Repeating a year	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-4 months	

Early Years Toolkit

EARLY YEARS TOPIC	COST	EVIDENCE	IMPACT
Communication and language approaches	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6 months
Digital technology	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months
Earlier starting age	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6 months
Early literacy approaches	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months
Early numeracy approaches	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months
Extra hours	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3 months
Parental engagement	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months
Physical development approaches	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2 months
Physical environment	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0 months
Play-based learning	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3 months
Self-regulation strategies	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+7 months
Social and emotional learning strategies	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3 months

Cost ⓘ

£ £ £ £ £

Evidence ⓘ

🔒 🔒 🔒 🔒 🔒