



Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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	Wootton Bassett Infants
Number of pupils in school	108 (114)
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-24
Date this statement was first published	December 2021
Date this statement was published for 2022-23	September 2022
Date 2022-23 strategy reviewed	July 2023
Date 2023-24 Strategy reviewed	July 2024
Statement authorised by	Alison Pass
Pupil premium lead	Alison Pass
Governor	Michelle McDermitt

Funding overview 2023-24

Detail	Estimated	Actual
Pupil premium funding allocation this academic year	£23,950	£22166
Recovery premium funding allocation this academic year School Led Tutoring	£2320	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£26,270	

Statement of intent

At Wootton Bassett Infants' we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. We aim to support all children to develop their emotional wellbeing and academic skills but also to provide opportunities to enrich their understanding of the world and enjoy different experiences both within the school grounds and in the wider community. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for Looked after Children (LAC) and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

This plan outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedure for ensuring the funding is allocated correctly.

As an infant school, we appreciate the vital importance of children's formative years, and we ensure that children benefit from the delivery of consistent quality first teaching. We aim, through additional support and intervention, to reduce the barriers that some disadvantaged children have to their learning and take every opportunity to increase their cultural capital. We will support children and families through parental engagement and attendance of pupils. With these systems in place, equality of access to education is established. Children entitled to PPG are assessed, provision is identified, and progress is monitored throughout the school year. Our approach will be routed in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Challenges

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

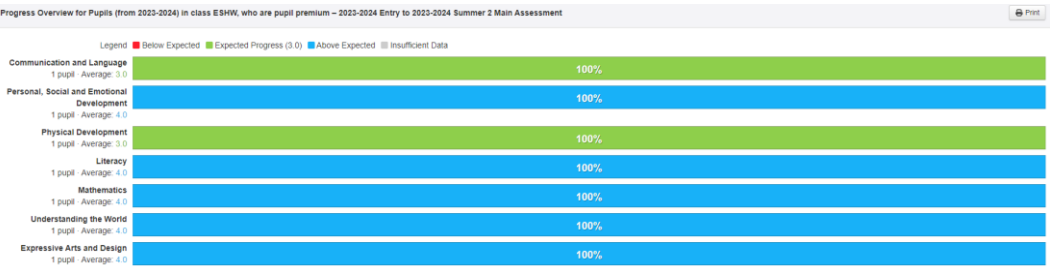
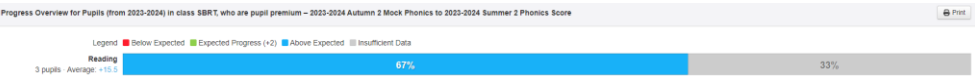
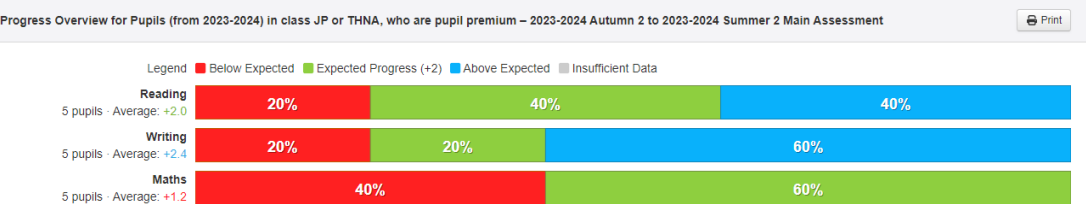
Challenge number	Detail of challenge
1	Gaps in learning for pupil premium children (specifically in writing/reading/phonics and number fluency) have been identified by teacher assessment.
2	Poor emotional wellbeing and resourcing are evident through analysis of behaviour records and outcomes of ELSA assessments. These factors present a barrier to learning.
3	Observations and discussions with children indicate limited life experience leading to reduced cultural capital.
4	Assessments, observations, and discussions with children, indicate under-developed language and communication skills on entry to reception.
5	Attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

Intended outcomes for the end of the 3 year Strategy so by Sept 2024

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.

Detail	Forecast	Actual
Teaching	£14,000	£11739
Targeted Academic support:	£4,122	£4500
Wider strategies (for example, related to attendance, behaviour, wellbeing)	£5,839	£5927
Total:	£23,961	£22,166
	Carry forward to 2024-25	£0.00

To explain the difference between forecast and actual we have lost children throughout the year resulting in forecasted income being lower than expected. The overspend within Targeted support and wider strategies is due to increases in staffing and overhead costs.

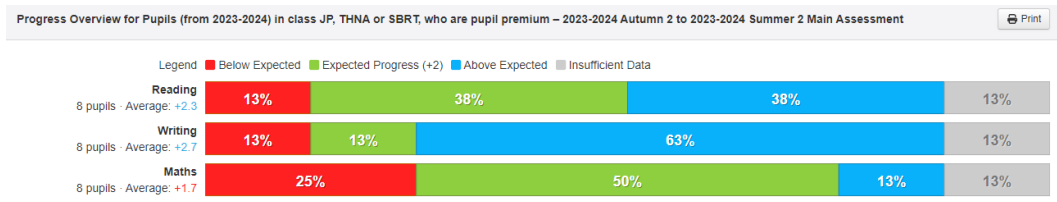
Intended outcome	Success criteria
<p>1. Quantify and narrow outcomes across the curriculum for children entitled to PPG</p> <p>GLOD</p> <p>Only one child in EYFS who did not achieve GLOD but progress recorded below</p> <p>Progress (internal tracking)</p>  <p>Phonics</p> <p>1 out of 3 PP children reached the expected standard in the PSC. The two children that did not meet the standard are on the SEN register for cognition and learning. One of the children started the school in January and had large gaps that required additional interventions. Progress for these children recorded below:</p> <p>Progress in Year 1 phonics (internal tracking)</p>  <ul style="list-style-type: none"> Phonics annually PP children 100% in year 2 <p>PP Progress data for end of KS1 in Reading, Writing and Maths. (5 children)</p> 	<ul style="list-style-type: none"> Children entitled to PPG to achieve in line with or above national expectations for GLOD. Children entitled to PPG to achieve in line or above the national average expected standard in Phonics annually 100% in year 2 / 100% in year 1 Children entitled to PPG to achieve in line or above the national average progress scores in KS1 Reading annually Children entitled to PPG to achieve in line or above the national average progress scores in KS1 writing annually. Children entitled to PPG to achieve in line or above the national average progress scores in KS1 maths annually. <p>Statutory testing at the end of KS1 has now ended so all progress and</p>

1 out of 5 did not make expected progress in all three areas. A serious medical condition had an impact on learning throughout the year.

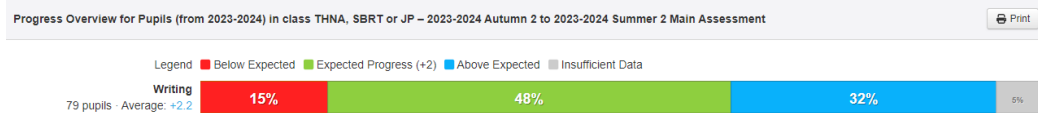
2/5 did not achieve expected progress in maths. The other child in this group had specific difficulties with maths that have been tracked since the end of EYFS with additional intervention and support being delivered both in class and through additional sessions with the maths lead. .

attainment reports are based on teacher assessment.

PP Progress all KS1: internal tracking



KS1 Writing progress



2. Increase capacity to support social, emotional, and mental health wellbeing for children entitled to PPG

Highlighted FUEL/ PP/ Foodbank on Website/ through letters home/ To staff

FUEL camp used the school grounds during the Summer 2024 and this was attended by many of our PP children both past and present.

Affordable school initiative in Sept (HUB OBJECTIVE)

Affordable Schools

The PPG lead has attended the Affordable school conference and network meetings throughout the year. A designated page on the website has been signposted to parents and we have introduced a designated Affordable school’s email address. This allows parents to contact the school privately about financial matters and concerns, but it can only be accessed by BL and AP. We have received emails to the address and appropriate guidance and support given.

- Improvement of identified social and emotional issues for PPG children by at least 80% over the duration of targeted ELSA interventions.
- Enhanced focus on empathy demonstrable through improvements to PSHE and the wider curriculum.
- All children to have correct school uniform and PE kits (provided by school from

<p>An Affordable school action plan has identified areas where the school has successfully addressed the barriers that some families face and has highlighted additional strategies that should improve our practice further.</p> <p>4 key areas are part of the strategy and these are:</p> <ul style="list-style-type: none"> • Resourcing the school day • Enrichment and opportunity • Healthy body, Healthy mind • Securing positive partnerships <p>Common barriers in each area have been explored and areas for development prioritised.</p> <p>Key policies have been reviewed and any necessary changes to policy and practice have been made through the lens of affordability.</p> <p>Trips have continued for all year groups but in line with our charging policy and the affordable schools approach they have been adapted to ensure the cost does not exceed £20m per child.</p> <p>Thank you to the PTA for their contributions to trips and activities this year.</p> <p>PSHE curriculum: changes have been made to reflect well being and mental health initiatives. The PSHE lead has worked with all year groups to explore self-regulation and resilience. The PSHE lead has undertaken training and is now a designated mental health and well-being lead.</p> <p>Playtime experiences have been improved with adults playing alongside the children and additional resources supplied to improve playtimes for all children.</p> <p>#Learning is Fun is used when planning the curriculum/ creating a play- based curriculum for all year groups/ providing extra-curricular activities/ planning school trips and activities.</p> <p>7/14 PP children have accessed ELSA in 2023-24 and 100% of them have been identified as having a positive impact.</p> <p>We have a uniform rail which is free to access for all parents and is signposted to parents at induction and throughout the year.</p>	<p>retained storage if necessary).</p> <ul style="list-style-type: none"> • School to liaise with home to ensure correct equipment and uniform and intervene where necessary. • Casting the wider net to support families that are struggling due to cost of living crisis.
<p>2. Improved cultural capital and life experience for all children entitled to PPG</p> <p>PPG afternoons for cooking, bikes, music tuition</p> <p>Trips to Westonbirt (EYFS), Farmer Gow's (Year 1), the seaside (Clevedon-Year 2)</p> <p>Visit to the local library, church, Chinese restaurant</p> <p>All children in Year 2 have had swimming lessons.</p> <p>Year 2 visits to the Watermill Theatre, Reme museum and the seaside</p> <p>Year 1 visits to the cinema, Farmer Gows</p> <p>EYFS visits to the Chinese restaurant, Westonbirt Arboretum</p> <p>Theatre, drumming and dance groups have visited school</p>	<ul style="list-style-type: none"> • All children to attend at least one school trip per year • All children to experience specialist visitors in school • Music lessons to be made available for

<p>All children have been given the opportunity to perform- Harvest, nativity, choir concert, North Wilt music concert, whole school production</p> <p>After school sports club and choir for all pupils but priority access for PP children.</p> <p>Yoga and outdoor learning sessions for all children.</p> <p>All children are taught how to ride a bike</p> <p>Cookery sessions and 1-1 music lessons have been provided for PP children and vulnerable children.</p>	<p>targeted pupils entitled to PPG</p> <ul style="list-style-type: none"> Leisure activities are made accessible to targeted children entitled to PPG
<p>4. Children to be able to communicate their needs and access the curriculum in line with their peers</p> <p>SLT attended supporting early language course run by Ramsbury Hub. An action plan was produced actions were a SIP priority for 2023-23 as we have a cohort with a large no SpaL needs</p> <p>Identified a speech/ language / communication team for September. TA employed specifically for SPLC intervention and new teacher with SP&LC expertise.</p> <p>Positive links with LA SALT have enabled school to support the large number of children across the school on the SALT register. Referrals for those most in need of specialist support have been completed and targets identified and met through 1-1 support, interventions in school and the impact of a language focused environment across the school.</p>	<ul style="list-style-type: none"> Evidence that children are assessed on entry to reception to identify those requiring specialist support – evidence of impact of interventions in making progress through SEN Passport and tracking document.
<p>5. Attendance for children entitled to PPG to be increasingly in line with their peers.</p> <p>Worked hard with one family in particular. EHA completed and regular meetings held to support the family who were having difficulty getting into school in the mornings. This case is now closed with the children in at the start of every day and with good relationships remaining intact so Mum knows she can come and see us in the future if she needs additional support.</p>	<ul style="list-style-type: none"> Overall absence rate for children entitled to PPG to be no more than 3% lower than their peers.

Activity in this academic year (Sept 2023 – Sept 2024)

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: £14,000 (contribution to whole cost)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure even stronger phonics teaching for all pupils.</p>	<p>Assessment of children currently on roll shows that phonetical development is slower for PP children in line with government research, despite good school phonic outcomes overall.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The systematic phonics approach as exemplified by Unlocking Letters and Sounds has a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. For this reason the school has selected this programme as our new SSP and will train all staff in this ready for full implementation across the school from Sept 22:</p> <p>https://www.unlockinglettersandsounds.com/key-information</p>	<p>1, 4</p>
<p>Raise capacity of Teachers to deliver Quality First Teaching to Children entitled to PPG</p>	<p>Data collected during and after lockdown demonstrates a need for significant catch up in lost learning for vulnerable children. We believe that an investment in single year group classes reduces curricular and differentiation complexity allowing for the maximum additional progress to be achieved. This investment in additional teacher provision is planned for one year only to maximise the progress made by the children with the largest shortfall in academic progress. This is supported by strong evidence that preventing the need for mixed year groups based on financial imperative improves children’s outcomes.</p>	<p>1, 4</p> <p>1</p> <p>1</p>

<p>Specific aspects which will be addressed through quality first teaching are as follows:</p> <ul style="list-style-type: none"> • Doubling the number of new phonic sounds learned weekly in Foundation Stage 2 classes (FS2) • PP children identified and spotlighted in all sessions with additional support. • Introducing a revised marking and feedback policy. • Developing the mastery curriculum and introducing the priority curriculum in Year 1 in conjunction with the Maths Hub. • Additional release time: Curriculum leaders of core subject areas have time to spend in classrooms to support the development of teaching staff in their subject area against an identified focus 	<p>http://multigrade.ioe.ac.uk/fulltext/fulltextBerrymixedage.pdf</p> <p>CPD: Teachers upskilled in areas of the curriculum to empower the most vulnerable children to develop their skills and make good progress.</p> <ul style="list-style-type: none"> • Accelerating learning and early reading skills. • Raising standards in maths across the school with an emphasis on closing the gaps in Year 1. • Providing feedback is 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback <p>Three year phonics data</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,122

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language intervention from TA	<i>Children in the UK who are disadvantaged are 2.3 times more likely to have a speech</i>	4

<ul style="list-style-type: none"> • Children screened on entry to reception and identified as requiring additional support or referral to Speech and Language Therapist. • Targets set, individual plan developed and reviewed alongside specialist as appropriate. • Children already working under the Speech and Language therapist will continue to work on individual targets with specialist TA within specific release time. 	<p><i>and language need compared to their peers (OFSTED)</i></p> <p>Children are assessed on entry by speech and language therapists through referral or by staff using the Intelligibility in Context Scale (ICS).</p> <p>These assessments demonstrate significant gaps in speech and language development for PP children on entry.</p> <p>Reduced attendance for years 1 and 2 during lockdown and the lack of capacity to deliver SALT has also impacted on expected levels of progression.</p> <p>Research demonstrates that an accelerated SALT focus will rapidly increase the rate of progress for PP children.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>.</p>
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>PP children who have fallen significantly behind during the pandemic have been identified through teacher assessments.</p> <p>Evidence shows that school led tutoring targets specific needs and knowledge gaps which can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Increased capacity for children eligible for PPG to access the curriculum having benefited from evidence based targeted interventions delivered by Class Teacher or TA:</p> <ul style="list-style-type: none"> • Maths monitoring and intervention for PP children in Year 2 working towards and exceeding expectations delivered by the class 	<p>Baseline assessments identified significant gaps in:</p> <ul style="list-style-type: none"> • understanding of mathematical concepts and strategies in Year 1 • mathematical knowledge gaps in Year 2 • fine motor skills and handwriting (in all year groups) • additional phonics support (in all year groups) 	<p>1</p> <p>2</p>

<p>teacher (who is a Maths specialist).</p> <ul style="list-style-type: none"> • Priority readers • Writing intervention • Phonics support (multiple groups) 	<ul style="list-style-type: none"> • writing development and stamina (in all year groups) • reading skills and comprehension (in all year groups) <p><i>Small Group Work: 'This arrangement enables the teaching to focus exclusively on a small number of learners. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year' (EEF).</i></p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,839 (est)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase ELSA provision for PPG eligible children.</p> <ul style="list-style-type: none"> • ELSA is a non-class based provision offered to support a range of issues such as bereavement, social skills, self-esteem, anger management and anxiety (devised for individuals based on a needs assessment). • Informal ELSA support during lunchtimes. • A buddy stop offers children support during playtimes • Engaging with outside agencies for additional emotional support (2023-24) 	<p>Teacher referrals to ELSA for emotional well-being have increased by over 40% from pre lockdown figures.</p> <p>In September 2021</p> <ul style="list-style-type: none"> • 15% of referrals related to managing change and emotions • 31% relating to improving self-esteem and confidence • 31% relating to anxiety • 23% relating to emotional awareness and social skills <p>This reflects the national picture.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p><i>1 in 8 children will experience a mental health difficulty growing up. This is more prevalent in children from disadvantaged backgrounds (NHS).</i></p>	<p>2</p>

	<p><i>This has a detrimental impact on their educational performance (Schools Week).</i></p> <p>ELSA is non-class based. Support offered for bereavement, social skills, self-esteem, anger management and anxiety (devised based on a needs assessment). Informal ELSA support is available during lunchtimes.</p>	
<p>Early Support Assessments</p> <p>Families identified as requiring additional support either by school, MASH, outside agencies or social care are offered an Early Help Assessment. These are undertaken by the SENCO and ELSA and are reported to the Early Support Hub for monitoring</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1,2
<p>Ensure equality of opportunity for PP pupils</p> <ul style="list-style-type: none"> Continued practical support with equipment, (PE kit, drinks bottles, classroom items). Continue to monitor and support parental engagement at parent evenings. <p>90% of parents attended Parent interview in October and March.</p> <ul style="list-style-type: none"> Continued provision of support for School trips and activities enriching cultural capital. 	<p>Equality of opportunity for PP children has been further reduced during the pandemic. This was clearly evidenced by the digital divide during the online learning experience and is further emphasised by lack of access to reading books and other equipment.</p> <p>EEF toolkit: parental engagement</p> <p>Families have a regular contact with school to support access to events, ensure correct equipment is in place to access the curriculum and provide this if not in place, notification of school trip and parents evenings. Staff link with families throughout their time in the school, allowing positive relationships and trust to build throughout this time.</p>	<p>3</p> <p>4</p> <p>2, 4</p> <p>4</p>

<p>To increase the cultural capital</p> <ul style="list-style-type: none"> • Support the cost of day trips and other experiences to ensure their inclusion. • Music tuition is supported for targeted children entitled to PPG to develop self-confidence and a new skill. • Swimming lessons outside of school are financially supported to allow targeted children to access tuition and develop a life skill and encourage physical activity and support positive mental wellbeing. • ‘Balanceability’ course ensures that all children can learn to ride a bicycle. <p>Our involvement with the Vale View Gardens project has provided a free open space available for all families in the local community. The garden also includes an educational offer with science, PSHE and wellbeing targets being addressed through outdoor learning, planting, respect, community values etc. The children have had a say in what they would like to see in the garden and our school and eco councillors have liaised with the rest of the school in order to promote their choices. These are evident in the garden and the garden is timetabled for use by all children in the school.</p>	<p>At WBIS we have identified a range of cultural capital experiences which aim to enhance the children’s learning and provide experiences that allow them to appreciate the local environment and beyond (see website for cultural capital statement.)</p> <p>This is in line with the Ofsted focus for developing cultural capital for all pupils. https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework</p>	<p>2, 5</p>
<p>Improving School Attendance</p> <ul style="list-style-type: none"> • Rigorous monitoring, tracking and coordinated support for attendance based on the principles of good practice set out in the DfE’s advice. 	<p>Attendance issues related to Covid and wider social problems are higher amongst PP children. This is particularly true of persistent absence.</p>	<p>2, 5</p>

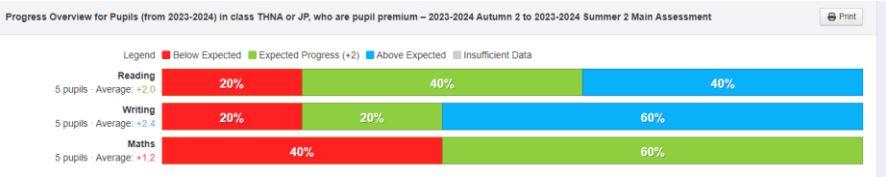
<ul style="list-style-type: none"> • Maintenance of an enhanced system of checking and following up on attendance with a specific focus on children entitled to PPG. • ELSA involvement for children entitled to PPG with school anxiety related issues. • Referral to and support from outside agencies, (including EWO). 	<p>The school therefore ensures that it embeds the principles of good practice set out in in the DfE’s Improving School Attendance advice.</p> <p>DFE guidance is informed by engagement with schools demonstrating high levels of persistent absence.</p>	
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Total budgeted cost: £23,961

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 2023 to 2024 academic year.

<p>Narrowing the attainment gap for PP children (due to lock-down).</p> <p>Progress data</p> <p>End of KS1 teacher assessments (internal data)</p> <p>Phonics data</p>	<p>2023-24</p> <p>Attainment for all PP in 2023-24 shows: Reading (78%), Maths (22%) in line with, or exceeding ARE.</p> <p>Attainment in Writing showed attainment at 78% which is a large increase (from 55% in 2022-23)</p> <p>40% of PP children made average progress in reading with 40% making above average progress</p> <p>20% made average progress in writing with 60% making above average progress</p> <p>60% made average progress in maths</p> <p>Internal data shows:</p>  <p>20% achieved EXS or above in all 3 core subjects.</p> <p>60% achieved EXS in reading and writing</p> <p>Phonics: 33 % of PP children reached the standard in Year 1</p>
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	<p>100% of PP reached the standard by the end Year 2</p> <p>Maths is an area that the children struggled with in 2023-24. 4/6 of the PP cohort had been emerging for maths/ number pattern in GLOD data for 2021-22. These four children are all on the SEN register for cognition and learning and have been supported in the classroom and through 1-1 support.</p> <p>New maths leads have discussed strengths and weaknesses in the subject with the outgoing lead and an action plan for 2024-25 has identified strategies for improving outcomes for all children. Those children in EYFS and Yr 1 who are not at EXS in number/maths have been identified in discussion and the children and the subject will be monitored in 2024-25 (maintenance priority on the SIP)</p> <p>All curriculum leaders have evaluated their subjects using pupil voice/ children's work/ data/planning and classroom monitoring and the Four Squares for learning approach to identify positives and key actions for 2024-25. There has been a number of changes to the structure of classes but all classrooms are fully prepared for start Sept 2024-25.</p>
<p>Increase Social emotional and Mental Health wellbeing of PP children after 18 months of disrupted education.</p>	<p>ELSA saw an improvement in 100% of cases for children who are PP. Changes to the PSHE curriculum have been made to help children to improve mental health.</p> <p>The outdoor learning curriculum has developed over the last 3 years, and this has a positive impact on the children and how they feel (pupil voice).</p> <p>We have improved playtime activities and purchased additional outdoor play equipment and these have had a positive impact on all children at morning and lunchtime play.</p> <p>Discussion with the Thrive team have identified how difficult it is for young children to identify their emotions and talk about the effect these have on their bodies/ mental wellbeing. Other strategies will be considered for 2024-25 including the Five to Thrive approach.</p> <p>Attendance for PP children in Term 5 90% compared to 96% for non PP. This is despite regular virus' such as Slap cheek/ scarlet fever and stomach bugs.</p> <p>Attendance is tracked termly and there are clear procedures in place. Attendance is highlighted as a barrier to learning on tracking documents.</p> <p>ESA and ELSA support introduced to children who struggle with coming to school. Meet and greet used to help children coming into school and adults used to support the transition from home to school in the morning incl 1-1 reading support/ special jobs. Breakfast offered to children who need it.</p> <p>Positive letters to acknowledge improvements in termly attendance figures are sent.</p>

Externally provided programmes

Programme	Provider
Young Carers	Young Carers Association
Premier Sports	Premier Sports
PIPs	Wiltshire LA
	Fearfree

Service pupil premium funding : £620

Measure	Details
How did you spend your service pupil premium allocation last academic year?	ELSA support and additional TA time
What was the impact of that spending on service pupil premium eligible pupils?	Children had the opportunity to access ELSA should it be required. As a result, we had no behaviour incidents involving service children last year nor did we make any external referrals for support for mental well-being.

Further information (optional)

Curriculum planning at Wootton Bassett Infants' School includes aspirational targets for all children, which ensure that every child has an equal opportunity to an agreed range of enriched school experiences that support them to develop as well-rounded individuals. Children who are eligible for PPG will not only access this broad, balanced experience at school, but we will use the funding provided to enable further opportunities to reduce the gap between them and their peers.