

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	Heath Hayes Academy
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 2025/2026 2026/2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,360
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£47,360

Part A: Pupil Premium Strategy Plan

Statement of intent

Introduced in 2011, the Pupil Premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children.

This is based on research showing that children from low-income families perform less well at school than their peers. Research showed that often, children who are entitled to Pupil Premium face challenges such as poor language and communication skills, less family support, lack of confidence and issues with attendance and punctuality compared to non-Pupil Premium children. The Pupil Premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates and their peers nationally.

Our key objectives in using the Pupil Premium funding are to ensure that:

- Quality first teaching is available to all children.
- Disadvantaged pupils perform as well as their peers regardless of their starting points.
- A widening of opportunity is available for all children.
- Children's health and well-being are effectively supported to enable them to attend and achieve.

Challenges

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

Challenge number	Detail of challenge
1	Pupils are less likely to acquire basic nurture and early life skills which can lead to attachment issues, limited social interactions with peers and the inability to self-regulate (social and emotional learning).
2	Pupils are less likely to experience high quality reading opportunities in their families, which develop and support oral language acquisition, and phonic knowledge from an early age.
3	Pupils are less likely to use metacognitive strategies without being explicitly taught them.
4	Many disadvantaged pupils have additional needs associated with SEND of which some parents require further support to effectively meet the needs of their child at home.
5	The attendance of pupils is not prioritised by families in order to maximise progress and attainment.

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
Pupils are less likely to acquire basic nurture and early life skills which can lead to attachment issues, limited social interactions with peers and the inability to self-regulate (social and emotional learning).	• Pupils demonstrate improved social interactions with peers. • Pupils effectively manage their emotions in various situations. • Pupils participate actively and collaboratively in group activities. • Pupils show increased self-awareness and self-care practices. • Pupils seek and utilise support when experiencing conflict or upset.
Pupils are less likely to experience high quality reading opportunities in	• Pupils demonstrate improved oral language skills. • Pupils show increased phonics knowledge and application.

their families, which develop and support oral language acquisition, and phonic knowledge from an early age.	• Pupils engage more frequently in reading activities. • Pupils participate actively in classroom reading sessions. • Pupils exhibit greater confidence in speaking and listening tasks.
Pupils are less likely to use metacognitive strategies without being explicitly taught them.	• Pupils demonstrate the use of metacognitive strategies in their learning. • Pupils can articulate their thought processes and learning strategies. • Pupils show improved problem-solving and critical thinking skills. • Pupils reflect on their learning experiences and outcomes. • Pupils set and monitor their own learning goals. • Pupils are able to plan, monitor and evaluate specific aspects of their learning.
Many disadvantaged pupils have additional needs associated with SEND of which some parents require further support to effectively meet the needs of their child at home.	• Pupils with SEND demonstrate progress in their individual learning goals. • Pupils show improved engagement and participation in classroom activities. • Parents report increased confidence in supporting their child's needs at home. • Pupils exhibit better self-regulation and coping strategies. • Parents utilise available resources and support services effectively. • Parents/carers of disadvantaged pupils with SEND attend workshops, training sessions, or meetings aimed at helping them support their child's learning and development at home. • A personalised support plan is created for families who require it, ensuring the plan includes clear strategies for home-based interventions. • Children and families receive referrals to external support agencies or resources, including health, social care, or local authority services, when appropriate.
The attendance of pupils is not prioritised by families in order to maximise progress and attainment.	• Pupils achieve attendance rates of 95% or above by the end of the academic year. • Persistent absenteeism (attendance below 90%) among disadvantaged pupils is reduced. • All disadvantaged pupils with attendance below 90% are identified early, and individual attendance action plans are put in place following the attendance strategy. • Weekly monitoring of these pupils' attendance is conducted, with targeted interventions (e.g., home visits, mentor meetings, or parental engagement) for those at risk of persistent absence. • 100% of pupils identified with Emotion-Based School Refusal (EBSR) receive personalised support, including referrals to agencies, where appropriate. • Parents/carers of pupils with low attendance attend meetings to discuss attendance barriers, and agree on strategies to support their child's regular attendance. • Attendance is discussed at all parent-teacher meetings. • The school initiates regular communication (via phone calls, email, in person, or home visits) for families of pupils whose attendance falls below 90%. • Pupils meet attendance improvement targets set at the start of the year and are recognised through a reward system (certificates, assemblies, or small prizes). • For 100% of disadvantaged pupils with persistent attendance issues, timely referrals are made to external agencies (e.g., Education Welfare Officer, social services, or local attendance teams) when additional support is required. • At least 70% of referred cases show improved attendance or engagement with external services, demonstrating an effective partnership between the school, family, and external support networks. • Pupils with significant absences (due to medical, emotional, or family reasons) have a re-integration plan, ensuring they return to school successfully.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£19,958**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development around self-regulation, social and emotional learning strategies. Relational Care Team £5000 Inclusion Lead £10000 ELSA Supervision £260	The average impact of social and emotional learning interventions is an additional 4 months progress over the course of a year. More evidence can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?utm_source=/education-evidence/early-years-toolkit/self-regulation-strategies&utm_medium=search&utm_campaign=site_search&search_term=self-re	1, 3 & 4
Professional development across the team in order to deliver systematic phonics. RWI online £1800 RWI Development package - £780	The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Systematically teaching pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2 & 4
Professional development around metacognition and self-regulation. Staff training £1000	The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. More evidence can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Or here: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1, 2, 3, 4 & 5
CPD for all staff on our curriculum model and creative teaching delivery. Staff CPD KAPOW £278 Language Angels £240 Leicestershire Music Hub £150 RWI Online £ as above	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development plays a crucial role in improving classroom practise and pupil outcomes. More evidence can be found here: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment And https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/teacher-professionaldevelopment-characteristics	2, 3 & 4
CPD for all staff on neurodiversity and SMSH. £450	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 & 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Receive appropriate training across the team in order to deliver phonics interventions. RWI Online as above RWI Development package as above Fresh Start package £820	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. More evidence can be seen here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Investment in teaching assistant development with Adaptive Teaching CPD. Staff training £1500 Interventions Lexia £1200 Fresh Start as above	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Teaching assistants can provide a large positive impact on learner outcomes. More evidence is documented here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Feedback: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	
Utilise small group tuition across the school. £7000	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Further evidence that supports this approach is here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3 & 4
Support staff used to provide small group work and interventions to allow for targeted quality teaching across the curriculum. £2000	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Teaching assistants can provide a large positive impact on learner outcomes. More evidence is documented here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 3 & 4
Relational Care staff to run 1:1 and small group interventions to ensure pupils are ready and equipped to learn. As above	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. But it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. More evidence can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 & 5
ICT programmes/software to facilitate individualised instruction £1000	Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective.	2, 3 & 4

	The barrier to individualised learning is the implementation and management requirements on a teacher, but ICT programmes such as Lexia and LBQ allow individualised learning to take place meet the exact needs and progress of the child. More information on individualised instruction can be found here: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/individualisedinstruction https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/individualisedinstruction	
Low ratio of teacher support to pupil to provide more targeted, individualised learning. As above	Having more staff in one classroom allows the teachers to have higher quality interactions with pupils, minimise disruption, and provide focused interventions. This is most effective in the early stages of primary school where children are learning through a mix of teacher led, group facilitated and continuous provision. This mixed approach is related to reducing the class size: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size And the ability to be able to provide small group tuition due to the increased number of staff https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4 & 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement social and emotional learning interventions across the school through the development of the Relational Care Team. As above	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Additional evidence can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 4 & 5
The Relational Care Team will provide coaching and modelling to ensure that behaviour interventions using the restorative practice model are highly effective in reducing incidents. As above	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. There is more evidence here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 3, 4 and 5
Effectively diagnose and target SEMH needs. SNAP assessment tool £222	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 4 & 5
The Hero's Journal, Journey and celebration events Journals £210 Capes £103	The average impact of parental engagement is 4 months across the course of the year. More evidence is documented here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	
Inclusion & Safeguarding lead to individually support children with 1:1 and small group sessions on: social interactions, attendance, emotion based school refusal, engagement, and emotions. £10,028 ELSA Supervision £360	The average impact of successful SEL interventions is an additional four months progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Additional evidence can be found here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
The SLT will ensure that behaviour interventions using the restorative practice model are high effective in reducing incidents. A school without sanctions event £100	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. There is more evidence here: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Access to the Education Welfare Officer Service £250	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended Outcome 1:

At the end of EYFS, the gap has decreased from the 2023-2024 academic year and the following academic year between pupil premium and non-pupil premium pupils as per the table below.

Heath Hayes Academy	% Non-Disadvantaged	% Disadvantaged	Gap (percentage points)
Results 2025	70%	67%	-3
Results 2024	78%	50%	-28

Data shows that 97% of children in EYFS met ELG for self-regulation, managing self and building relationships.

Number children	% GLD	% LAU	% Speaking	% Self Regulation	% Managing Self	% Building relationships
30	70%	90%	93%	97%	97%	97%

As well as a decreasing gap for GLD between the disadvantaged children and their peers, the activities provided to support social interactions and self-regulation have:

- Enabled pupils to develop stronger self-regulation and emotional resilience.
- Improved ability to form secure attachments with adults and peers.
- Increased social confidence and more positive peer relationships.
- Supported greater readiness to learn due to emotional stability and reduced anxiety.
- Pupils begin to understand and manage their own learning processes (metacognition).

Intended Outcome 2:

At the end of KS2, the gap has decreased, leading to disadvantaged children out-performing their peers.

% Reading passed			
Heath Hayes Academy	% Non-Disadvantaged	% Disadvantaged	Gap (%)
Results 2025	70%	75%	5
Results 2024	75%	63%	-12
Results 2023	89%	71%	-18
Results 2022	79%	64%	-15

In response to limited early reading experiences at home, Heath Hayes Academy has cultivated a love for reading.

- Pupils are engaged in shared reading experiences with adults who modelled enthusiasm, curiosity, and emotional connection to stories. This helped bridge the gap in oral language development and built trust through storytelling.
- Vocabulary has been expanded through rich texts, echo reading, book talk and celebrating the stories read.
- Pupils use expressive language in play, writing, and conversation, showing increased confidence in oral communication.

Intended Outcome 3

Staff training, awareness and relentlessness in supporting children with metacognitive strategies has led to:

- Pupils began to understanding *how* they learn—not just *what* they learn.
- Children choosing strategies, and reflecting on outcomes with growing independence.
- Staff supporting children to turn setbacks into stepping stones.
- Through professional development, staff embedded metacognitive prompts into lessons, modelled their own thinking aloud, and created space for pupil reflection.

Intended Outcome 4

100% of disadvantaged children receive tailored relational care interventions to meet their needs, resulting in 100% of disadvantaged children with SEND accessing at least 1 learning opportunity.

- Children with SEND needs which affect their gross motor, fine motor, coordination, balance, or sensory needs attend physical education interventions on top of their usual timetable. This has resulted in an increased awareness of physical ability and improvements from entry to the intervention.
- 1:1 Family Support with DSL & Inclusion Lead: Families have received personalised guidance through regular meetings. This has helped parents better understand their child's needs and how to support learning and regulation at home.
- Early Intervention with Family Support Services: By identifying challenges early, we've connected families with external agencies, parenting programmes, and support. This has reduced crisis referrals and improved family stability.
- SEND Workshops: Parents have accessed practical strategies for managing routines, communication, and sensory needs at home. Feedback shows increased confidence and reduced anxiety around supporting their child's development.
- Regular Communication and Relational Care: Staff maintain consistent contact with families, offering reassurance, updates, and celebrating progress. This relational approach has strengthened the home-school partnership and improved attendance and engagement.

Intended Outcome 5

Attendance remains in line with the national average.

In response to the challenge that some families do not prioritise regular school attendance, Heath Hayes Academy has implemented a robust, compassionate, and proactive strategy to ensure every pupil—especially those disadvantaged—has the opportunity to thrive through consistent attendance.

- Early Identification & Attendance Clinics: All disadvantaged pupils with attendance below 96% are identified early. Individualised attendance action plans are created and reviewed regularly, ensuring tailored support is in place.
- Targeted Interventions: Weekly monitoring allows for swift action. Pupils at risk of persistent absence receive targeted interventions such as home visits, check-ins, and parental engagement meetings.
- Emotion-Based School Avoidance: Every pupil identified receives personalised support, including referrals to external agencies where needed. This ensures emotional barriers to attendance are addressed with care and expertise of our relational care team.
- Family Partnership: Parents/carers of pupils with low attendance are invited to meetings to explore barriers and co-develop strategies.
- Celebrating Success: Pupils who meet attendance improvement targets are recognised through certificates, assemblies, and small prizes, reinforcing positive habits and boosting motivation.
- External Support & Reintegration: For pupils with persistent issues, timely referrals are made to Education Welfare Officers, social services, or local attendance teams. Pupils with significant absences receive tailored plans to ensure a smooth and supported return to school.

Externally provided programmes

Programme	Provider
Commando Joe	CJ's Education Services
Read, Write, Inc. Phonics & Spelling	Ruth Miskin Training
TT Rockstars	Times Tables Rockstars
Lexia Core 5	Lexia Learning
Recorder scheme of learning	Leicestershire Music Hub
Language Angels - Spanish	Language Angels
KAPOW	KAPOW Primary
Summit Psychology	ELSA
Oxford Owl	Oxford University Press
SNAP Behaviour Tool	Hodder Education
White Rose Maths Hub	WRMH
Nelson Online Handwriting	Oxford University Press
Marvellous Me	MME

Further Information

At Heath Hayes Academy, we invest in all children (including those who are disadvantaged) in many additional ways as shown below:

Initiatives	
The Heath Hayes Hero Hero's Curriculum Hero's Journey Hero's Journal	Everybody at Heath Hayes Academy can be a hero! From the bespoke curriculum right through to the Hero's Journal, all children are invited and supported to be a Heath Hayes Hero. More information can be found here: https://www.heathhayesacademy.co.uk/the-heros-journal/
Partnership with Cannock Chase Cultural Education Partnership	Arts Connect works with a variety of partners including education, arts, culture and local government in the West Midlands to ensure that all children and young people can benefit from engagement in high quality arts and cultural activities. We believe that engagement with the arts and culture in all its forms, the opportunity to take part, to create and produce culture supports young people to build the social and cultural capital that enables them to thrive. It builds creative skills that are valued by employers and can provide pathways into careers in the creative industries. We know that cultural opportunities for young people are not equal and this correlates with post code, socio-economic disadvantage, rural isolation, ethnicity, family status and disability, amongst other factors.
11b411	As part of REAch2 Academy Trust we are a school committed to the 11b411 initiative. We are ambitious for our children to have broad horizons in life and high aspirations for themselves. We want our children to be inspired and challenged so that each one can develop their unique potential to the full. To this end, we have developed the 11 before 11 set of promises, to empower our children to take the driving seat in their own lives. 11 before 11 is designed to take our children beyond the usual school experiences to deliver a range of memorable events that surprise and delight the child; both realising and releasing their potential in a wide range of contexts. 11 before 11 ensures that the touchstone of enjoyment is central to our children's learning as they progress through our family of schools.

	11 before 11 will take our children beyond the usual, to open opportunities in life and inspire them to move forward in their own life's adventure. Our School Adventure Ambassador (SAA) brings the promises to life at our school, through planning the adventures into the school's curriculum; seeking sponsorship; funding; resources and links within and beyond the community. Our Adventure Ambassador also has access to Trust brokered partnerships such as the Scouts Association, Country Trust, Prince William Award, and Sport for Schools.
Commando Joe's	'No Child Left Behind' is the founding ethos of Commando Joes. Every child fully engaged in their education with a 'can do' attitude and self-belief threads through the COJO programme. Heath Hayes have adopted a self-improving and sustainable school-led model that enables us to adopt an approach to delivering the RESPECT (resilience, empathy, self-awareness, positivity, excellence, communication and teamwork) to our children.
Relational Care School	School should be a place where children are happy; feel secure and where they can achieve as well as they are able – enjoyable for all. We are a Relational Care School at Heath Hayes Academy, running Relational Care Interventions. • Provides additional help and support for children who may be experiencing some difficulty at school. • Runs sessions for individuals and small groups. • Have experienced specially trained staff who provide children with an opportunity to develop their skills in a safe resource base. • Promotes self-esteem, confidence and develops social and emotional skills whilst nurturing a motivated and positive approach to learning. • Facilitates and provides interventions including (but not limited to) Lego therapy. Yoga, COJO, Forest Heroes, Circle of Friends, Time to Talk, starRs, Regulate and Recover, Sensory Circuit, Bereavement Box, ELSA, etc.
Forest Heroes	At Heath Hayes Academy, every child will have the opportunity to experience Forest School for a whole term each year, immersing them in hands-on learning within the natural environment. Our program encourages children to explore and develop a love for nature while gaining practical skills. They will learn how to use various tools, light real fires safely, and work together to build dens. Through our 'Grow to Eat' initiative, they will grow and observe crops, fruit, and vegetables, while also caring for our homegrown chickens. These experiences foster teamwork, responsibility, and a deep connection to the natural world, all while fulfilling our 11 before 11 promises.
Climate Change Education	Our school has implemented a whole-school initiative to integrate climate change education across the curriculum, ensuring all pupils, engage with this critical global issue. The focus is particularly strong in Science and Geography, where students explore the environmental, social, and economic impacts of climate change. Additionally, it is embedded within our Personal Development and Learning for Life programs, empowering students to understand their role in sustainability and fostering a sense of responsibility for the planet. This approach supports both academic achievement and the development of informed, responsible citizens.
Recorder lessons	As part of our commitment to enriching the curriculum for all pupils, every child in Key Stage 2 has the opportunity to learn a musical instrument, the recorder. This initiative not only enhances their musical skills but also contributes to their overall academic and personal development. Through learning the recorder, students develop discipline, creativity, and teamwork, which positively impacts their confidence and resilience. Music education is a key element of our broader approach to fostering a well-rounded, inclusive learning environment for all children.
Chasing the Futures Partnership	Through the 'Chasing the Futures' partnership, 7 primary schools collaborate with the local secondary school to create a cohesive, supportive educational pathway that enriches the lives of children within our shared catchment area. This initiative focuses on fostering a strong sense of community while offering enhanced learning opportunities. By working together, we aim to raise aspirations, improve academic achievement, and provide access to a broad range of enrichment activities. The partnership also strengthens ties with the local community, ensuring that children benefit from a network of support and a seamless transition between key stages in their education.
myHappyMind	Our school is proud to deliver the myHappyMind mental health program, to support the well-being of all pupils. This evidence-based initiative is designed to help children develop positive mental

	health habits, emotional resilience, and self-awareness. Integrated into the school day, myHappymind empowers students with tools to manage their emotions, build confidence, and improve their overall well-being. We have embedded this approach within school with nominated 'Happiness Heroes' ensuring that mental health education is accessible to every child, fostering a supportive and nurturing school environment.
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