

Jersey Premium strategy statement

This statement details our school's use of Jersey Premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	St Peter's School
Number of pupils in school	196
Proportion (%) of Jersey Premium eligible pupils	20.7%
Academic year/years that our current Jersey Premium strategy plan covers	2024-2027
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Nasima Rashid
Jersey Premium lead	Andrew Devlin

Funding overview

Detail	Amount
Jersey Premium funding allocation this academic year	£60,000
Total budget for this academic year	£60,000

Part A: Jersey Premium strategy plan

Statement of intent

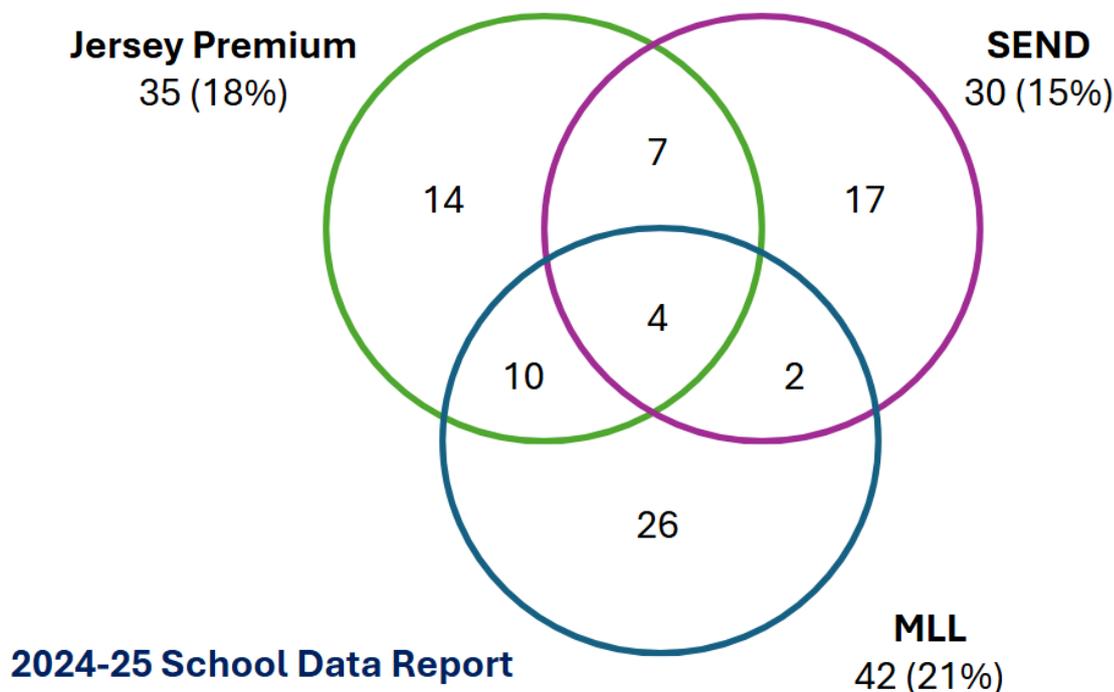
St Peter's is a caring and inclusive school that encourages and celebrates success for all. Our school is driven by an enthusiasm for learning and an ambition that every child can achieve success. We are a welcoming and supportive community that celebrates diversity, respects differences and values everyone for their individual qualities and needs. We are committed to developing each young person as an individual, meeting their individual needs and encouraging them to develop a positive image of themselves.

We want all St Peter's School pupils to feel happy and safe, so that they can be responsible members of their community, empowered with the skills and knowledge to enjoy an enriched and active life. To address the needs of children at risk of underachievement our Jersey Premium strategy uses a tiered approach.

To support our Jersey Premium strategy and our wider inclusive approach, we aim to provide:

- High quality teaching for all pupils
- Targeted academic support for children at risk of underachievement
- Wider strategies to support non-academic barriers to learning.

Pupil groups at St Peter's:



Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication, including Oracy A significant proportion of pupils eligible for Jersey Premium (JP), approximately 60%, also belong to at least one other target group (SEND or MLL). Assessments, observations, and discussions have identified that many JP pupils have underdeveloped oral language skills and gaps in their vocabulary, which can affect their learning across the curriculum.
2	Progress and achievement in reading and phonics Data indicates that some JP pupils make slower progress than their peers in reading and phonics. By the end of Year 2, the attainment gap between JP and non-JP pupils was 16%. Pupils in this group are at risk of falling behind and may not make progress in line with their peers without targeted support.
3	Progress and achievement in writing Writing assessments show that some JP pupils do not make the same progress as their peers. This underachievement places them at risk of not meeting expected outcomes, highlighting the need for targeted interventions and support in developing written skills.
4	Progress and achievement in mathematics Maths data reflects a similar pattern: some JP pupils progress more slowly than their peers. By the end of Year 2, the attainment gap between JP and non-JP pupils was also 16%. Without focused support, pupils in this group risk underachievement in maths.
5	Emotional health and wellbeing Observations, assessments, and discussions indicate that some JP pupils require additional support to develop social and emotional skills. Ensuring these pupils feel emotionally safe and confident is essential for engagement and learning across the curriculum.

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 ensure all staff are aware of the needs of vulnerable learners and factors that could lead to underachievement.	<ul style="list-style-type: none"> • CPD delivered to all staff • JP Class Profiles developed with CT/DHT • Staff confident to meet the needs of children at risk of underachievement • Engagement with development work following the updated Jersey Inclusive Practice Guidance • Universal offer provides suitable adaptations to meet the needs of vulnerable learners • Evidence of inclusive practise observed through whole school monitoring activities.
To provide high quality teaching that supports children's core skills in reading, writing and mathematics and the wider curriculum.	<ul style="list-style-type: none"> • Additional training opportunities utilised • Staff confident in utilising established schemes to support planning and delivery of the curriculum • Planning ensures inclusive practise is supported through the universal offer to meet the needs of all learners • Subject monitoring demonstrates a consistent approach to the curriculum • Pupil voice shows children's positive engagement in learning • Assessment data shows that all children are making adequate progress from their starting points • An increase in overall attainment of JP and MLL groups and disadvantage gap reduced by at least 5%
To provide high quality opportunities for developing children's participation in the arts and sporting activities.	<ul style="list-style-type: none"> • Timetable of additional sporting activities provided by external providers working in partnership with <i>Jersey Sport</i> • Team teaching of art and music using subject specialist teachers • Staff development for teachers working alongside specialist teachers and sports coaches • Curriculum developed for PE, Music and Art • Subject monitoring demonstrates consistent high-quality teaching in these areas • Pupil voice shows children's positive engagement in these areas.
To provide regular and meaningful opportunities for oracy across all curriculum areas and within the wider school day.	<ul style="list-style-type: none"> • Curriculum planning includes opportunities for high quality oracy to support learning • Evidence of opportunities for children to learn through high quality talk and discussions

	<ul style="list-style-type: none"> • Oracy used effectively to support learning across the curriculum • Wider opportunities for oracy development (e.g. assemblies, lunch hall, playground) • Pupil voice shows children's positive engagement with oracy activities throughout the school.
To ensure all children make good progress from their starting point including those from key groups (SEND, JP and MLL).	<ul style="list-style-type: none"> • Class teachers have a greater understanding of potential barriers to learning; the quality of planning, teaching and learning reflects this • Evidence of effective adaptive teaching in place across the school • Assessment data shows that all children make adequate progress from their starting points, including those who are eligible for JP, SEND or MLL.
To create a varied and purposeful outdoor learning environment that supports children's engagement in learning through play.	<ul style="list-style-type: none"> • OPAL training delivered to all staff • Continued development of the outdoor play offer following the OPAL guidance and action plan • Peer Mediator programme in place with students trained to complete peer mediation at break and lunchtimes.
To provide timely and meaningful wellbeing support when required.	<ul style="list-style-type: none"> • System in place to identify children requiring additional wellbeing support • Utilise the offer from the Wellbeing Team to support whole class/ group and individual wellbeing work • Training/supervision delivered to new ELSA • Systems in place to support the review of active referrals • Review completed of mental health policies and attendance at relevant forums for the MH leads.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To provide CPD for all staff to support their understanding of the Jersey Premium and factors that can lead to underachievement.</i></p> <ul style="list-style-type: none"> - <i>Staff meeting and CPD time allocated to look at the challenges faced by vulnerable learners and strategies to overcome potential barriers to learning</i> - <i>Opportunities to support teachers in meeting the needs of learners explored through coaching and professional discussions</i> - <i>Discussions with all teachers as part of regular pupil progress reviews will focus on the achievement of vulnerable groups.</i> 	<p>Effective training and professional development are important to support the effective implementation of the Jersey Premium strategy.</p> <p>EEF guidance on implementation supports the use of coaching to engage and unite staff.</p> <p>A School's Guide to Implementation EEF</p>	All
<p><i>To develop inclusive practice to support all learning, including for children from key demographic groups (SEND, JP and MLL)</i></p> <ul style="list-style-type: none"> - <i>HT, DHT/SENCo and EY Lead will participate in MITA Programme and develop an action plan to promote the MITA principles</i> - <i>Ongoing training and development of staff to promote the MITA principles</i> - <i>SLT to develop whole school strategies to support identified children at risk of underachievement</i> - <i>Engagement with the updated Jersey Inclusive Practice Guidance.</i> 	<p>Nasen research and guidance supports using the universal offer to develop and embed inclusive practice.</p> <p>Due to the significant overlap between target groups at St Peter's it is important to consider all areas of need and plan for these together.</p> <p>Teacher Handbook: SEND Whole School SEND</p> <p>Maximising the Impact of Teaching Assistants (MITA) evaluation.</p> <p>MITA Research</p>	All
<p><i>To monitor the attainment of all learners, including those from key groups (SEND, JP and MLL)</i></p> <ul style="list-style-type: none"> - <i>DHT to further develop systems for tracking pupil outcome and progress for target groups</i> 	<p>Nasen research supports a graduated approach when supporting children with SEND. As part of the review process, it is important to assess and respond to interventions.</p> <p>Teacher Handbook: SEND Whole School SEND</p>	2-4

<ul style="list-style-type: none"> - <i>Key demographic groups will be considered as part of regular subject monitoring and subject reviews</i> - <i>Pupil Progress Reviews will include a focus on identified children from key groups to monitor their progress</i> - <i>Staff will use the graduated approach when supporting the most vulnerable learners</i> 	<p>The EEF guidance on implementation highlights the importance of regular monitoring to ensure changes being implemented are effective.</p> <p>A School's Guide to Implementation EEF</p>	
<p><i>To continue to develop the oracy provision for all learners, including those from key groups (SEND, JP and MLL)</i></p> <ul style="list-style-type: none"> - <i>Identify and train a new Oracy Champion to work alongside the Oracy Lead</i> - <i>Training with Voice 21</i> - <i>Development of whole school strategies to support oracy development in all subject areas</i> - <i>Oracy implemented into medium term planning in all subjects</i> - <i>Continue to develop the wider opportunities for talk (e.g. during assemblies, on the playground and in the lunch hall)</i> - <i>Provide opportunities for the Oracy Lead to work with teachers to develop their classroom practice.</i> 	<p>Research by Voice 21 shows that a high-quality oracy curriculum can be effective in improving academic outcomes and literacy development. This leads to an increase in confidence and wellbeing, equipping students to thrive in life beyond school and shrink the language gap.</p> <p>Voice 21</p>	2-4
<p><i>To continue to improve the curriculum to ensure all our pupils benefit from high quality teaching and learning so they secure at least good progress from their starting points (linked to SIP)</i></p> <p><i>In addition to SIP actions the following actions relate specifically to key groups.</i></p> <ul style="list-style-type: none"> - <i>Continued monitoring of MTP to ensure the needs of all children are catered for, including those eligible for JP or identified as SEND/ MLL</i> - <i>Continue to embed the Little Wandle programme to ensure all children, particularly JP and MLL, have a solid foundation in phonics and early reading</i> - <i>Evaluate the reading curriculum to ensure opportunities for children to develop their reading skills are consistent across the school</i> - <i>Develop whole school strategies to support reading fluency through whole class reading</i> - <i>CPD delivered to staff to support a consistent approach to teaching reading</i> - <i>Carry out reading survey to gather children's view on reading and RfP</i> 	<p>St Peter's provides a broad and balanced curriculum following the Jersey Curriculum. To build on the consistent approach to teaching Phonics and Early reading it is important that opportunities to develop reading fluency are maximised as children progress through school.</p> <p>OU Reading for Pleasure and Professor Teresa Cremin</p> <p>Reading for Pleasure - Reading for Pleasure</p>	2-4

<ul style="list-style-type: none"> - Promote opportunities for Reading for Pleasure through high quality texts and regular timetabled. 		
<p>To ensure children have access to appropriate reading books at each stage of their learning</p> <ul style="list-style-type: none"> - The English Lead will work with the Phonics lead to identify any gaps in home reading books for early readers - Purchase of books for home reading as needed. 	<p>To support effective phonics teaching and to ensure children can apply their learning it is important that children have access to appropriately levelled reading books. This is important to ensure children gain confidence when developing their early reading skills.</p>	2-4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To identify children at risk of underachievement through assessment data and Pupil Progress Reviews</p> <ul style="list-style-type: none"> - Monitor the attainment of all learners, including those from key demographic groups (SEND, JP and MLL) - Identify children at risk of underachievement and requiring intervention - JP Lead to work with other leaders and class teachers to plan appropriate tailored interventions for children at risk of underachievement 	<p>To ensure the Jersey Premium Strategy is effective it is important to identify children at risk of underachievement early so that interventions can be implemented when needed in a timely manner.</p> <p>Guidance from the EEF supports the use of the graduated approach (assess, plan, do, review) when supporting children with SEND. Research from Nasen points to the effectiveness of this approach to support inclusive practice.</p> <p>Special Educational Needs in Mainstream Schools EEF Graduated Approach Prompt Nasen</p>	2-4
<p>To provide interventions for children at risk of falling behind in phonics and early reading</p> <ul style="list-style-type: none"> - Training provided by the Phonics Lead to all staff delivering phonics or a phonics-based intervention - Children for intervention identified through termly phonic assessments - 'Keep up' interventions delivered using the Little Wandle programme for children still receiving phonics teaching in EYFS and KS1 - 'Catch up interventions delivered to those requiring support in KS2. 	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics EEF</p> <p>There is a strong evidence base to support small group tuition as evidence suggests that this approach is effective to support sustained engagement and to help ensure individual needs are met.</p> <p>Small group tuition EEF</p>	2-4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Senior leaders to work with the Education Welfare Officer (EWO) to develop a whole school strategy to support good attendance for all</i></p> <ul style="list-style-type: none"> - <i>Regular monitoring of whole school attendance, including key pupil groups</i> - <i>Attendance action plans completed for individual pupils and families when appropriate</i> - <i>Regular meetings with EWO to share updates and review actions</i> 	<p>For children to achieve well in school, it is important that they attend regularly. Research shows the importance of professionals working together to support positive school attendance. When children are not attending regularly it is important that strategies to improve attendance are acted on swiftly.</p> <p>Supporting attendance EEF</p>	All
<p><i>To ensure that a clear pathway to support children's wellbeing is in place for all children in school</i></p> <ul style="list-style-type: none"> - <i>Continued development of the PSHE curriculum to support children's understanding of their own wellbeing and ways to stay healthy</i> - <i>Continued development of Zone's of Relevance and wellbeing areas to support children managing their own emotions</i> - <i>Systems in place to identify children in need of further support and signposting</i> 	<p>It is important that non-academic barriers to learning are addressed to ensure children attend and are safe and happy in school. The tiered approach including as part of the Jersey guidance on addressing educational disadvantage supports this.</p>	
<p><i>To continue to provide opportunities for peer support on the playground using Peer Mediators</i></p> <ul style="list-style-type: none"> - <i>Training for new Peer Mediators each year in Y5</i> - <i>Support for Peer Mediators from the ELSA lead as needed</i> 	<p>It is important that all children feel safe and happy in school. Peer Mediation develops social skills that help make communication healthier and empowers young people to create positive changes in the lives of their peers.</p> <p>Peer Mediation The Resolution Centre</p>	All
<p><i>To continue to develop the outdoor provision through the OPAL programme</i></p> <ul style="list-style-type: none"> - <i>OPAL Team to meet regularly to review progress against the action plan and plan next steps</i> 	<p>OPAL research highlights the many benefits of play and the impact this can have on children's wellbeing a physical development. By providing a variety of play opportunities we can support children in learning through play, including managing their own risk and accessing risk taking opportunities.</p> <p>Research and evidence - Outdoor Play And Learning</p>	5
<p><i>To continue to develop pupil voice through the School Council</i></p> <ul style="list-style-type: none"> - <i>The SC Lead will facilitate meetings each week</i> 	<p>To support pupil voice and to ensure that all children have ownership of activities in school and feel that their voices are heard.</p>	All

<ul style="list-style-type: none">- <i>The School Council will ensure that events and fundraising activities are organised throughout the year</i>- <i>Pupil voice will be sought as part of whole school monitoring and evaluation</i>		
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Total budgeted cost: £60,000

Part B: Review of outcomes in the previous academic year

Jersey Premium strategy outcomes

Intended outcome	Success criteria	Review December 2025
To ensure all staff are aware of the needs of vulnerable learners and factors that could lead to underachievement.	<ul style="list-style-type: none"> • CPD delivered to all staff during the Spring term focussing on supporting vulnerable learners at risk of underachievement • Opportunities for professional discussions around engagement of JP eligible children to take place in the Spring Term • Staff feel more confident to meet the needs of children at risk of underachievement • Universal offer provides suitable adaptations to meet the needs of vulnerable learners • Evidence of inclusive practise observed through monitoring activities. 	<p>The Deputy Headteacher (DHT) attended training focused on supporting disadvantaged pupils. This was followed by whole-staff CPD delivered during the Autumn 2024 and Spring 2025 terms, with a clear focus on supporting vulnerable learners. As a result, all teachers have a strong awareness of the challenges faced by disadvantaged pupils and a clear understanding of the specific needs of the children in their classes.</p> <p>Individual professional discussions were held with class teachers during the Summer term to develop needs profiles for pupils eligible for Jersey Premium. These profiles were shared as part of transition arrangements and were further refined following pupil conferencing in the Autumn term.</p> <p>Jersey Premium discussions and pupil profiles identified reading and writing as key areas of need for a number of pupils. Pupil conferencing between class teachers and identified pupils took place in the Autumn 2025 term, enabling pupils to articulate their needs. Targeted actions to support reading were subsequently implemented.</p> <p>In addition, the Headteacher (HT), DHT and SENCo participated in the Inclusion Champions Programme, which concluded at the start of the academic year. This programme informed further staff training on developing inclusive practice. This work will continue into the next academic year through engagement with the updated Jersey Inclusive Practice guidance.</p> <p>The HT, DHT/SENCo and Early Years Lead also participated in MITA training. This training was cascaded to teaching staff, and all Teaching Assistants were released to attend MITA sessions. Ongoing development of MITA principles and further staff training are planned to embed this approach consistently across the school.</p>
To provide high quality teaching that supports children's core skills in reading, writing and mathematics and the wider curriculum.	<p>Phonics and early reading</p> <ul style="list-style-type: none"> • All staff trained to deliver high quality phonics teaching 	<p>The Little Wandle phonics programme continues to be embedded across the school. Additional training has been delivered to support staff leading catch-up interventions for identified pupils in Key Stages 1 and 2. Observations of phonics teaching show a consistent and effective approach across whole-class teaching, group</p>

	<p>following the Little Wandle programme</p> <ul style="list-style-type: none"> • Little Wandle scheme used successfully in EYFS and KS1 and for selected children in KS2 through regular interventions • Opportunities to further develop reading provision as children progress through school explored and visits to observe good practice in other schools • Pupil voice shows children's positive engagement with reading • Assessment data shows that all children are making adequate progress from their starting points • An increase of 5% in overall attainment of JP and MLL groups. <p>Writing</p> <ul style="list-style-type: none"> • MTPs in English reviewed and CPD delivered to all teachers in the Autumn Term • A systematic approach to grammar teaching in introduced: this ensures that progression of grammar skills is clear • Writing lessons include meaningful opportunities to use and develop Oracy skills and evidence collected of where this supports writing development • Curriculum planning ensures inclusive practise is 	<p>sessions and targeted interventions. Internal phonics data indicates an increasing proportion of pupils meeting expected milestones at the end of Reception, Year 1 and Year 2.</p> <p>Reading and writing assessment data shows that some pupils eligible for Jersey Premium are reaching Developing by the end of the academic year but are not consistently achieving Secure. This highlights a continuing disadvantage gap for pupils attaining Secure or better, compared with those achieving Developing or better. While this is appropriate for some pupils with additional learning needs, a group of pupils has been identified who require further targeted support to accelerate progress.</p> <p>This group will remain a priority for focused intervention, teaching adjustments and ongoing monitoring, with the aim of reducing the attainment gap and increasing the proportion of JP pupils achieving Secure outcomes in reading and writing.</p>
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	<p>supported through the universal offer</p> <ul style="list-style-type: none"> • Pupil voice shows children’s positive engagement with writing and that they know and understand year group specific grammar skills • Assessment data shows that all children are making adequate progress from their starting points in their written work, and this is evident in writing across the curriculum • An increase of 5% in overall attainment of JP and MLL groups. <p>Maths</p> <ul style="list-style-type: none"> • Consistent approach to maths teaching in place across the school supplemented by WRM resources and high-quality manipulatives • Pupil voice shows children’s positive engagement within maths lessons • Assessment data shows that all children are making adequate progress from their starting points • An increase of 5% in overall attainment of JP and MLL groups. 	
<p>To provide regular and meaningful opportunities for Oracy across all curriculum areas and within the wider school day.</p>	<ul style="list-style-type: none"> • Evidence of opportunities for oracy development observed through whole school monitoring activities • Opportunities for children to learn through oracy as well as to develop their oracy skills 	<p>St Peter’s continues to develop an ambitious and inclusive curriculum that supports pupils’ learning across all subject areas. Curriculum development work has focused on embedding planned opportunities for oracy within long- and medium-term planning for all subjects.</p> <p>The ongoing refinement of curriculum planning is leading to positive outcomes for pupils, with increased opportunities to articulate ideas, explain thinking and engage in structured talk across lessons.</p>

	<ul style="list-style-type: none"> • Oracy used effectively to support learning across the curriculum • Wider opportunities for oracy development identified (e.g. assemblies, lunch hall, playground) • Pupil voice shows children's positive engagement with oracy activities throughout the school. 	<p>Pupils regularly practise presentational and speaking skills through the weekly Newsround delivered as part of Friday assemblies. Observations indicate that pupils are sharing their learning with increasing confidence and clarity.</p> <p>In addition, pupils demonstrate growing confidence when using oracy skills during dedicated oracy assemblies and when giving feedback to peers in lessons. Pupil voice confirms that children value these opportunities and feel more confident speaking in a range of formal and informal contexts.</p>
<p>To ensure all children make good progress from their starting point including those from key groups (SEND, JP and MLL).</p>	<ul style="list-style-type: none"> • Class teachers have a greater understanding of potential barriers to learning; the quality of planning, teaching and learning reflects this • Evidence of effective adaptive teaching in place across the school • Assessment data shows that all children make adequate progress from their starting points, including those who are eligible for JP, SEND or MLL. 	<p>Through termly Pupil Progress meetings, key groups of pupils at risk of underachievement (JP, MLL, and SEND) have been identified and monitored. These discussions have informed targeted interventions and additional support to address individual learning needs.</p> <p>Teachers demonstrate a clear awareness of barriers to learning, and planning reflects differentiated approaches to support all pupils. Evidence from lesson observations and monitoring shows adaptive teaching strategies being applied consistently across the school.</p> <p>Assessment data indicates that pupils across all key groups are making progress from their starting points. Targeted support continues to be refined to ensure that those at risk of underachievement make accelerated progress, reducing gaps in attainment over time.</p>
<p>To create a calm and welcoming outdoor learning environment that supports children to feel emotionally safe and happy in school.</p>	<ul style="list-style-type: none"> • Continued development of the outdoor play offer following the OPAL guidance and action plan • Peer Mediator programme in place with students trained to complete peer mediation at break and lunchtimes. 	<p>The Headteacher has continued to work with the OPAL Team to enhance the outdoor play provision. Key developments have focused on increasing pupils' confidence in engaging in riskier play activities safely. During assemblies, children have been trained to carry out dynamic risk assessments while playing, promoting both independence and safety awareness.</p> <p>The school maintains an effective Peer Mediation programme at lunchtimes. The new cohort of Peer Mediators completed training through the Resolution Centre at the start of the academic year. A clear timetable of support has been established, complemented by regular supervision meetings. Feedback from the Resolution Centre highlighted the "wonderful insight" demonstrated by pupils during their graduation speeches, reflecting both their</p>

		confidence and understanding of the mediation process.
To provide timely and meaningful wellbeing support when required.	<ul style="list-style-type: none"> • System in place to support referral to ELSA programmes of support • Regular supervision of the ELSA lead in place • Systems in place to support the review of active referrals • Review completed of mental health policies and attendance at relevant forums for the MH leads. 	<p>Pupil voice from key groups indicates that children feel happy, safe, and confident in their learning. Pupils report that they know who to approach for support and feel comfortable seeking help when needed.</p> <p>During the last academic year, several children accessed targeted support through ELSA sessions. Feedback from both pupils and parents highlights the positive impact of this provision, demonstrating improvements in emotional wellbeing, confidence, and engagement in learning.</p> <p>Systems for referral and review remain effective, with the ELSA lead receiving regular supervision. Following the ELSA lead's retirement at the end of the year, plans are in place to train additional staff to re-establish this provision, and interim arrangements ensure that wellbeing support remains available to all pupils in need.</p>