

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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	St Bridget's C.E Primary School
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	April 2025
Statement authorised by	Neil Le Feuvre
Pupil premium lead	Neil Le Feuvre/A Coughlin/R Ross
Governor / Trustee lead	Sarah Collins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47320
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£47320

Part A: Pupil premium strategy plan

Statement of intent

Aims

- To reduce the attainment gap between disadvantaged pupils and their peers ensuring that a child's start in life does not determine their future.
- To support the well-being and mental health of all our pupils to ensure that this is not a barrier to learning, progress and participation .
- To raise the progress of all pupils whatever their starting points and start in life.

Principles

- We will teach a broad and balanced curriculum in all subjects to all our children, including learning from enrichment and wider experiences, such as educational visits and visitors to the school.
- We are committed to evidence-informed practice and will base all decisions relating to Pupil Premium upon robust evidence and professional expertise.
- We will base any intervention on robust and diagnostic assessments of what pupils know and understand as well as unpicking misconceptions and insecure knowledge, enabling effective support to be put in place.
- We will strive to ensure that our approach to teaching, support and intervention allows pupils to 'keep up' rather than be left to 'catch up'.
- We will be proactive, responsive and flexible in our approach which will be driven by pupil need.
- Our Recovery Premium will align with our Pupil Premium

Evidence Informed Tiered Model

We will be utilising the EEF's recommended 'The Tiered Approach to Pupil Premium Spending' and EEF recommendations (updated September 2024)

- High Quality teaching – enhancing the quality of teaching through: high impact, high quality staff professional development- including mentoring and coaching- for all staff; and embedding whole class, well-evidenced high impact teaching approaches.

- Targeted academic support – accurately targeted use of well-evidenced structured high impact interventions, based on high quality assessments, to support pupils in ‘keeping up’. Interventions will be explicitly linked to classroom learning and will use systems for effective feedback to ensure a coherent learning experience. Intervention will take place in the moment and pre and post teaching as needed. TA assistant and deployment will be utilised to best support the most vulnerable children
- Wider support – these strategies will focus upon non-academic challenges including: mental health and emotional well-being; extra-curricular opportunities; learning behaviours and social and emotional learning; attendance and punctuality; and family support.

Challenges

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

Challenge number	Detail of challenge
1	<p>Observation identifies underdeveloped oral language skills impacting personal, social development, collaboration and language work among younger children. Further up the school this has impacted on children’s spelling, social interaction skills and oracy.</p> <p>Baseline in reception shows increasing need for pupils to develop better social and oral and language skills.</p>
2	<p>Assessment and observation identifies children are still experiencing vocabulary deficit which can limit fluency in functional reading, impact negatively on comprehension skills and the enjoyment of reading for pleasure.</p>
3	<p>Assessment and observation identify that stamina for writing remains an area for development and that this links with vocabulary deficit and the effective use of grammar.</p>
4	<p>Pupil voice, parent voice and observation identify a range of additional needs that impact on children’s wellbeing in school including SEND, attachment and childhood trauma; social and emotional issues.</p> <p>Teacher referrals for support have markedly increased post pandemic. 33 pupils (4 of whom are disadvantaged) currently require additional support with social and emotional needs, with 33 (4 of whom are disadvantaged) receiving small group or individual interventions.</p>

5	Observation and assessment identifies that children experience automaticity and fluency deficit which can impact working memory and lead to cognitive overload.
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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
1) Improved oral language skills and understanding of vocabulary among all pupils and particularly those eligible for pupil premium.	Assessments and observations indicate significantly improved oral language skills and understanding in disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2) Improved purposeful collaboration amongst all pupils and particularly those eligible for pupil premium.	Assessments and observations indicate significantly improved collaboration among disadvantaged pupils.
3) Improved reading attainment and progress for pupils eligible for pupil premium.	In school and national tests, reading outcomes of disadvantaged pupils meet the expected standard or exceed ARE in line with their starting points.
4) To achieve and sustain improved wellbeing and behaviour for all pupils in our school, particularly those pupils eligible for pupil premium.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher and therapist observations • quantitative data from pupil outcomes • a reduction in specific behaviour concerns an increase in participation in enrichment activities, particularly among disadvantaged pupils

5) Improve quality of and attainment for writing for all pupils, particularly those eligible for pupil premium	In school and external moderation indicate that writing outcomes of disadvantaged pupils meet the expected standard or exceed ARE in line with their starting points.
6) Improve automaticity with key number facts for children eligible for pupil premium	Assessments and observations indicate improved automaticity for disadvantaged pupils evidenced in increased fluency, reduction in cognitive overload. This will be evidenced through participation in lessons, quantitative and formative outcomes and evidence in journals.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All intended outcomes</p> <p>Purchase of quality standardised diagnostic assessments for use across school.</p> <p>CPD for all staff in the effective use of both formative and summative assessment and feedback.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p>The EEF guidance suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> <p>https://niot.org.uk/teacher-mentoring-research</p>	123456

<p>Coaching and mentoring for all staff particularly those at the start of their careers.</p> <p>Professional development to support the implementation of evidence-based approaches including access to National College training for all staff.</p> <p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.</p> <p>Funding of additional TAs to facilitate support for children identified as needing additional in-class support and implementation of EEF research into best practice in the use of TAs</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/sen_d</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</p> <p>EEF recommendations identify the strength of TAs as a resource to ensure teachers can work with vulnerable pupils and support the implementation of high-quality research backed interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
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<p>Improved oral language skills and understanding of vocabulary among disadvantaged pupils.</p> <p>All staff will embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>All staff will model the use of high-quality language including academic and subject specific vocabulary in their classrooms.</p> <p>CPD for all new teachers and teaching assistants in the effective use of dialogic activities across the curriculum to embed previous and on-going training.</p> <p>CPD for all new teachers and teaching assistants in the effective use of synthetic phonics to embed previous and on-going whole school training</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading (potential 6 month improvement impact):</p> <p>Oral language interventions EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1 2 3</p>
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<p>Improved collaboration amongst pupils</p> <p>All staff will embed the use of collaborative teaching approaches across the curriculum.</p> <p>All staff will be explicitly trained in using and encouraging collaborative approaches in line with EEF toolkit guidance.</p> <p>All staff will continue to be trained to use techniques including cold calling and other tools to support retrieval practice using guidance and training from Tom Sherrington into Rosenshine's Principles in Action.</p> <p>All staff will be engaged in continued training into the development of metacognitive teaching strategies and the</p>	<p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://teacherhead.com/2018/06/10/exploring-barak-rosenshines-seminal-principles-of-instruction-why-it-is-the-must-read-for-all-teachers/</p> <p>To address underachieving groups, teach everyone better. – teacherhead</p> <p>10 Techniques for Retrieval Practice – teacherhead</p> <p>Cold Calling: The #1 strategy for inclusive classrooms – remote and in person. – teacherhead</p> <p>The EEF highlights that the potential impact of metacognition and self-regulation approached is 7 months progress.</p> <p>Metacognition and self-regulation EEF</p> <p>The EEF provides recommended reports into cognitive science and the Great Teaching Toolkit which summarises high quality evidence on improving teacher effectiveness.</p> <p>Cognitive Science In the Classroom</p> <p>Great Teaching Toolkit Evidence Review</p> <p>Effective Mechanisms of Professional Development</p>	<p>2</p>

<p>development of self-regulated learners to support the focus on positive collaboration.</p> <p>Professional Development for all staff will be high quality and use effective mechanisms.</p>		
<p>Improved reading attainment among disadvantaged pupils.</p> <p>CPD for all staff in teaching reading and the selection of high-quality texts in line with the research from Doug Lemov into the 'Five Plagues of Reading' and guidance from OFSTED</p> <p>Continued review of reading areas and the on-going purchase of a rich and diverse range of high-quality texts to ensure equity of reading provision for all children</p>	<p>Cultural capital is identified as the biggest barrier for disadvantaged pupils making higher rates of progress. Using high quality texts will ensure that all children have access to quality literature.</p> <p>Research review series: English - GOV.UK</p> <p>5-Plagues-Reading-Spine.pdf</p> <p>Early trials of the Accelerated Reading programme indicate a positive impact of 5-7 months progress.</p> <p>Accelerated Reader - first trial EEF</p>	<p>3</p>

<p>Continue to use 'Accelerated Reading' to support children to have wide access to high quality texts ambitiously and carefully matched to their reading level.</p> <p>CPD for all staff in the in whole class reading/ comprehension skills and phonics. Enhancement of teaching through funding teacher release for in-class coaching</p>	<p>The EEF use the Scarborough's Reading Rope to provide a model to illustrate reading as a composed of multiple strands. Word recognition and language comprehension are the two main strands composed of several sub strands that through teaching and practice become increasingly more strategic, automatic and coordinated. Reading comprehension strategies have an EEF padlock 4 rating and can accelerate learning by +6 months</p> <p>Reading comprehension strategies EEF</p> <p>Phonics EEF</p> <p>Both EEF reports focus on the on pedagogy and approaches to support the literacy development of pupils</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>Improving Literacy in Key Stage 2 EEF</p>	
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Continued CPD for all staff to implement research guidance from the EEF into improving literacy from EYFS through to key stage 2.		
<p>Improve quality of and attainment for writing for all pupils, particularly those eligible for pupil premium</p> <p>Funded teacher and TA release time to engage in in class coaching and support for enhancing teaching in writing to develop stamina and effective implementation of EEF literacy guidance (linked above)</p>	<p>EEF guidance states that ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap’</p> <p>Effective Professional Development EEF</p> <p>Cognitive science approaches in the classroom EEF</p> <p>EEF recommendations identify the strength of TAs as a resource to ensure teachers can work with vulnerable pupils and support the implementation of high-quality research backed interventions.</p> <p>Making Best Use of Teaching Assistants EEF</p>	5
<p>Improve automaticity of key number facts in disadvantaged children</p>	<p>EEF and NCETM guidance details the impact of developing automaticity through teaching for mastery. Projects such as the Matsering Number programme have been found to make a positive impact on the engagement, and sense of number in participating children</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p> <p>Mastering Number at Reception and KS1 NCETM</p> <p>Mastering Number at KS2 NCETM</p>	6

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

Budgeted cost: £ 20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with the National Tutoring Programme to provide a blend of tuition, mentoring and 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 and will include all pupils whatever their starting points.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Making a Difference with Effective Tutoring EEF	12 3 5
Funding of additional specialist literacy support assistant hours to provide targeted intervention that provides fidelity for those children identified with gaps in phonics and literacy	'Schools should use structured interventions with reliable evidence of effectiveness' and use them with fidelity. Making Best Use of Teaching Assistants EEF	12 3 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1 3

<p>Enhanced music curriculum to support children to play a musical instrument through reduced/covered lesson costs.</p> <p>Funded theatre experiences and visits</p> <p>Funded author visits</p>	<p>EEF guidance finds: 'Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	4, 5
<p>Funded external support from Hi Impact for enhanced practical science and technology investigative and practical opportunities</p>	<p>EEF research guidance identifies 'There is strong evidence of a link between economic disadvantage and attainment in science, which in turn is a significant barrier to further participation in science subjects. If approaches can be identified which successfully boost attainment, this barrier can be reduced'</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/science</p>	1, 4

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

Budgeted cost: £ 10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Review of barriers to learning and external reports and recommendations. Create individual plans to identify individual priorities to support children's mental health and well-being.</p> <p>Funded additional SEMH support for identified children using Thumbs Up social and emotional support and CBT therapist</p> <p>Continued funding for Heartsmart character development-based teaching and learning toolkit</p>	<p>The studies in the EEF Toolkit focus primarily on academic outcomes, 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. EEF research indicates these interventions can have 4 months positive impact.</p> <p>Social and emotional learning EEF</p>	4, 2
<p>Continued funding for a designated learning mentor to provide targeted support for pupil premium children through family/specialist liaison and specific interventions including:</p> <p>Lego therapy</p> <p>Fine motor skills</p> <p>Mindfulness</p> <p>Mental health journals</p> <p>Circle of friends</p> <p>Attendance monitoring</p>	<p>EEF guidance states 'an inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.'</p> <p>Special Educational Needs in Mainstream Schools EEF</p> <p>Social and emotional learning EEF</p>	1,2,4,5
<p>Funded school clubs including sports clubs, chess clubs to ensure all children have access to a wide range of opportunities and experiences.</p> <p>Funded school trips and residential to give all children the chance to experience new and challenging activities and experiences.</p>	<p>EEF identifies these opportunities as 'These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.</p> <p>Current research continues to look into the lasting impact of specific opportunities.</p>	4

	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment Physical activity has important benefits in terms of health, wellbeing and physical development. Physical activity EEF	
Further development of sensory nurture space for vulnerable children. Support for pupils' social, emotional and behavioural needs through provision of school therapist and counsellor	Special Educational Needs in Mainstream Schools EEF There are a number of case studies that point to the positive benefits of the availability of sensory rooms to support children who are vulnerable. Information from the National Autism Society also backs up the benefits of a sensory space. https://www.lancsngfl.ac.uk/projects/gp_award/download/file/stPeter.006.006.pdf https://nationalautismresources.com/school-sensory-rooms/ Improving Social and Emotional Learning in Primary Schools EEF	4
Targeted support for attendance to ensure high attendance for all ;pupils and to safeguard attendance for those eligible for pupil premium. Support parents to feel connected to school through workshops and parental engagement sessions.	Working together to improve school attendance - GOV.UK Attendance interventions rapid evidence assessment EEF Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Working with Parents to Support Children's Learning EEF	3,,4

Total budgeted cost: £60 000

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.

Overview:

Spending on Pupil Premium children is based on evidence-based practice provided by the Education Endowment Fund. We review strategies each year and make informed decisions about those strategies which provide the most impact for our Pupil Premium children.

What worked well: •

Providing additional opportunities in the curriculum such as chess and music

- Providing and offering individual lessons for music for children
- Ensuring all children access all educational visits regardless of ability to pay
- Targeted social and emotional support provided by Flourish and Kids.Calm therapy and counselling sessions.
- The learning mentor that provides continuity across the school for all children to access.
- Heart Smart has worked well and is now embedded into the curriculum and is used to support children with emotional regulation.
- Specialist literacy provision has continued to be incorporated in-house as St. Bridget's staff are now experienced and fully trained to provide this bespoke literacy support.

Greasby Pastoral Support service to support families with additional needs

Additional staffing in identified year groups where there is greater need.

Access to the LA Mental Health Team to support families with additional challenges

Co-coaching in school in Literacy and Maths

Work with the LA Attendance Officer to improve attendance for targeted children

What was changed:

- In school tracking of attendance has improved with the use of FFT 360 overview

Official data taken from 2024

Data suppressed due to GDPR and potential for identification of individual children

Externally provided programmes

Programme	Provider
<ol style="list-style-type: none">1. Access to the LA Mental Health Team.2. Access to CBT therapist (Cognitive Behavioural Therapy) for individual children. (Working with over 30 children across the school)3. Access to Flourish for groups of children.4. SALT (private) working 1-15. Yoga therapy for groups of children	<ol style="list-style-type: none">1. LA Mental Health Team.2. CBT Therapist3. Access to Flourish.4. Rainbow Project5. Rachel Barton6. Edsential

6. Personal Best well-being through sport and growth mindset 7. L.A attendance officer access and half-termly meetings 8. Access to the Greasby Pastoral Service - a bought in service for hard to reach families or families in need of additional support in the home. 9. Access to Family Toolbox to sign post parents for online support – some parents access this independently before asking for additional help. 10. A specific teaching assistant is assigned to make contact and track the children throughout the school, liaising with the class teacher. Her role is varied from supporting homework, to making time to support emotional needs, to providing lego therapy when needed. This teaching assistant meets with the Head and SENCO formally each half term and daily when needed. From these meetings additional needs are identified. The teaching assistant has received substantial training mainly online to support her role in understanding the complex needs of the children.	7. L.A attendance officer 8. Access to the Greasby Pastoral Service. 9. Access to Family Toolbox. 10. National College training and in-house training.
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Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funded Residential Trip Supported funding of before and after child care
What was the impact of that spending on service pupil premium eligible pupils?	Supported financial stability through supporting parents in accessing work. SEMH support and improved well-being for children.

Further information (optional)

No child is excluded from any school activity due to financial constraints or resourcing:

- Extra -curricular activities paid for where identified
- Wider opportunities funded for children where need identified
- School purchases additional support including CBT therapist, SALT and Educational Psychologist services to ensure needs are met as timely as possible