

Richmond Academy
The Harmony Trust
Pupil Premium Strategy Statement 2021-24
Review of Year 2 of the 3-year Pupil Premium Strategy

The Pupil Premium Strategy Statement for the Harmony Trust and that of Village Academy outlines the intended use of the Pupil Premium Funding to improve the attainment of our disadvantaged pupils.

It is aligned *with The Harmony Trust 'Excellence for All' Framework*; an evidence-based framework that builds upon the successful practice in our academies and uses evidence to inform pedagogy, the targeting of resources and the additional intervention needed to ensure every child succeeds.

The decision was made that the funding would be split and spent in the following ways:

1. Some of our Pupil Premium funding would contribute to trust-wide strategic actions which are focused on the implementation of this framework and in turn raising the attainment of all children through the delivery of a high-quality education and effective support and intervention, which is delivered by highly skilled teachers who are supported by strong evidence based professional development programmes.
2. The remainder of the funding would be retained and used to focus on individual academy priorities – taking into account the specific contexts and challenges.

A summary of the actions taken and impact from Years 1 and 2 of the 3-Year Strategy

1. Trust wide strategic actions		Summary review of the trust-wide actions for <u>Y1</u> and planned next steps	Summary review of the trust-wide actions for <u>Y2</u> and planned next steps	(Academy Specific Review) Engagement with and impact of Trust wide strategic actions on Richmond Academy
Development Team Priorities	Develop clear guidance, expectation and exemplification of what makes an excellent education through the Excellence for All Framework	In Y1, academy leaders were supported through training sessions and 1:1 support from Trust Leaders, to complete a Self-Assessment to evaluate current provision for disadvantaged pupils in each academy. Leaders have taken the outcomes from this and ensured they are reflected in their ADPs and will be addressed when updating their PP Strategy Actions for 22/23 (Y2 of the strategy)	In Y2, two Trust Senior Leaders have been recruited to drive the Excellence for All framework. One of these roles is specifically around the Harmony Model Curriculum and another directly related to Excellence for All and Raising Attainment. Alongside this, as part of the Development Team, a team of Curriculum ImpleMentors has been established to develop both subject specific and year group specialisms. Leaders have provided further exemplification materials, and these are housed in the URL for all Harmony colleagues to access. Plans are in place for academy leaders to further refine the Excellence for All audits (which were rolled out in Y1) alongside their Raising Attainment Plans in consultation with the Trust Senior Leaders. All Leaders attended a Pupil Premium briefing for the Trust Leadership Team in November 2023.	Leaders have implemented the findings from the 'Excellence for All' Self-Assessment audit. Leaders continue to use the audit tool to evaluate current provision and plan effective next steps in line with the Academy Improvement Plan and year group Raising Attainment Plans. Curriculum ImpleMentors across the academy have been supported by the Curriculum Leaders to ensure that the Harmony Model Curriculum raises pupil outcomes in all year groups and subject areas.
	Provide a high quality CPD offer to all staff designed led by experienced practitioners	The Development Team aligned their CPD offer to the Great Place 2 Learn Strategy which outlines our belief that school should be a place where EVERY child achieves and makes progress over time. It also closely supports the implementation of the Excellence for All framework's guiding principles. Some key features – specific to Excellence For All - included: Unlocking Potential Programme aimed at improving outcomes for UKS2 pupils (a similar KS1 programme will launch in Y2 of the strategy), Developing Excellent EYFS Provision, and deploying expert practitioners in key roles to support delivery of CPD and its application in the classroom.	The Development Team surveyed Academy Leaders to gain insight about Academy needs and ideas to maximise engagement and staff workload. The CPD package was redefined to support Academy leaders to develop their own CPD packages and support workload at Academy Level. There was a change in how courses were facilitated to ensure they were 'out of the school day' to maximise engagement and increase participation. Both HR and finance CPD for Academy leaders was incorporated into the CPD offer. The Unlocking Potential programmes were led and overseen by Assistant Director of Education, Trust Senior Leaders and Trust Leaders. The Excellence for All CPD package for all staff who are new to Harmony, new to teaching, ECTS or	

		<p>HLTAs is well attended and in place. The REDI programme was developed into a Redi, Set and Go approach to further enhance provision and approaches in EYFS and KS1. A 'Train the Trainer' programme was delivered to all phonics leads, building on the successes in some Academies where the greatest impact was seen. The Subject Leader Development Programme has had a positive impact which was particularly apparent in Ofsted inspections where SLs have been able to articulate the 3 Is of the curriculums for their subject area (ongoing coaching for this is underway).</p>
		<p>Leaders at Richmond Academy continue to fully engage and promote the Harmony Trust CPD offer from the Trust Development Team and external partners. Leaders also continue to identify key practitioners who led training across the Trust as part of their leadership role. All staff from Richmond Academy accessed training linked to academy priorities and aligned to the GP2L strategy. The academy CPD calendar was aligned to the CPD programme ensuring all staff could access the appropriate sessions e.g., EYFS REDI, Y1 Provision, Phonics and Our Approach to reading. In addition, staff attended CPD to fulfil identified areas for development (staff surveys, audits and performance management).</p>
<p>Increase workforce capacity to support improvement</p>		<p>The Trust has a commitment to recruit, train and retain high quality staff – a key finding of 'Improving outcomes for disadvantaged learners in OAs' in schools that have successful Pupil Premium strategies. Where trust leaders, senior leaders and specialist practitioners have been strategically deployed in academies, this has enabled leaders to focus on key improvement priorities. This will continue to be a key strategic action for Years 2 and 3 of the strategy</p> <p>There has been a significant staff development drive to enhance the Development Team whereby Trust Senior Leaders, Trust Leaders and ImpleMENTORS have been recruited to refine approaches. There has also been an increase in specialist practitioners across the Trust who have had a significant impact in the areas of their expertise. The Unlocking Potential programme has been revised and relaunched to improve communication, monitoring, quality of resources and active participation.</p> <p>Leaders ensured that staff were able to access and utilise the support provided through the Unlocking Potential Programme in KS2 and KS1 which also supported workload and developed staff expertise. Trust Leaders from Richmond Academy continue to be utilised to strengthen Early Years, SEND and Curriculum.</p> <p>Additional capacity continued to be sourced from the Trust through work carried out by the KS1 Specialist Practitioner who supported in developing high quality teaching in Key Stage One and the refining of the Year 1 provision.</p>
<p>Provide intervention at its earliest point through high quality Early Years Education</p>		<p>Prioritising and developing expertise in the Early Years was another common feature of academies with effective and impactful Pupil Premium strategies that the Marc Rowland report identified. In Y1 of this strategy, Harmony commissioned EYFS experts to deliver the REDI programme to all EYFS practitioners across the trust. Impact has been evidenced through revisited ECERs audits, academy visits by trust leaders and the outcomes of recent inspections. For Y2, the programme will run again for EYFS practitioners new to Harmony but also extend the learning from Y1 – including the further development of outdoor provision. The REDI programme will also be extended to Y1 practitioners to ensure effective transition to Y1 and to develop an effective provision approach into KS1.</p> <p>The REDI programme has been enhanced and extended into a Redi, Set and Go Approach. The Development Team have run EYFS Leadership Development Days in Academies where impact of this was most visible, including EYFS staff and leaders from across the Derby and Northwest hubs. There has also been time dedicated to working with KS1 staff to develop the approach to provision in this Unit concurrently (and there is a framework for KS1 provision in development).</p> <p>The deployment of a Trust Leader for EYFS has started to raise standards in the Derby Hub. There are plans in place for the creation of an EYFS Hub at Carlyle due to the impact this role has had. As part the role as EYFS Trust Lead, developments in both the Early Years Curriculum, Provision and Assessment have been a priority. Extensive work has taken place to ensure the EYFS Harmony Model Curriculum is progressive from Nursery to Reception and that clear links are made with the KS1 Curriculum. Alongside the Curriculum development, there has been a continued focus to ensure the provision in the classroom reflects the needs of the children and the curriculum both indoors and outdoors. Assessment has also been refined to ensure staff are confident to make Point in Time Assessments using milestones which link explicitly to the Curriculum.</p> <p>All EYFS Practitioners continued to engage with the REDI programme to support consistency of high-quality teaching and learning, both indoor and outdoor, by:</p> <ul style="list-style-type: none"> • Reviewing practice and provision • Explore areas of EYFS Curriculum • Develop action plans for improvement

		<ul style="list-style-type: none"> • Measure the Impact of actions taken <p>All EYFS practitioners attended SONAR workshops to ensure they were able to make accurate Point in Time Assessments referring to developmental milestones.</p> <p>In January 2023 OFSTED continued to grade our Early Years as being GOOD.</p>
<p>Read, Achieve, Succeed</p>	<p>Provide a strong framework for Character Education through 'The Harmony Pledge'</p> <p>Improve literacy and oracy levels through the implementation of the trust wide Read, Achieve, Succeed Framework</p>	<p>The Harmony Pledge is our commitment to giving the best education to pupils, that involves many different opportunities to develop their skills and learning and raising aspirations.</p> <p>Research shows that, amongst other factors, a lack of social capital, life experiences (outside of school and the family home) can result in disengagement with the curriculum and become an additional barrier to learning for those pupils identified as disadvantaged.</p> <p>In Y1 of this strategy, the Harmony Pledge was relaunched with a focus on developing character competencies. This initially has raised awareness of the Pledge for pupils and families and will continue to be a focus for the remainder of the strategy. The pledge points and competences have been mapped out through the Harmony Model Curriculum Framework and in Y2, Subject Leaders will receive further support with the aim of the Pledge becoming an intrinsic part of the felt experience in every Harmony academy.</p> <p>Some Academies had a further re-launch of the Pledge to begin the 2022-23 academic year. Through the Subject Leader Development Programme, subject leaders are provided with a mapping document which identifies where all Pledge points are met within each subject and each year group within the Harmony Model Curriculum.</p> <p>The mapping of the Harmony Pledge continues as Subject Leaders consider how their subject area meets the 10 pledge points along with the ten character competencies. Academies continue to ensure that pupils have plentiful opportunities across the wider curriculum to engage in first hand experiences and prepare themselves for their next stage of their education. Mapping the Harmony Pledge also allows to further develop pupils understanding of the ten character competencies to ensure they become a lifelong learner. The principles of developing character education is important to ensure that pupils develop important life skills in order for them to learn their own spiritual, moral, social and cultural development. It's pivotal that they develop their own character traits and core ethical values that form the basis of an outstanding character and successful citizen of society.</p> <p>Running parallel to the Harmony INSPIRE Curriculum Richmond Academy delivers the Harmony Pledge which develops pupils' character competencies and raises aspirations. Curriculum leaders continued to align the 10-point pledge to the Harmony Model Curriculum to maximise opportunities for pupils to develop their character alongside developing their first-hand experiences. Pupils continue to complete their pledge booklets which are monitored closely by the academy's Harmony Pledge Champion to record the experiences they have engaged in and how these experiences have developed their own character education in ensuring they become a life-long learner.</p> <p>"There is a relentless focus on literacy and language", in academies where disadvantaged pupils are performing well.</p> <p>The Trust Development Team devised and launched a Reading Framework and Phonics Framework as part of the Read, Achieve, Succeed strategy.</p> <p>During Y1 of the strategy, the frameworks were shared with academy leaders and training provided for all relevant staff – led by expert practitioners from across Harmony.</p> <p>Phonics resources were provided so that there would be a consistent approach to high quality, inclusive teaching and learning in each academy. Support for assessment was also available and phonics leads met regularly.</p> <p>Materials to support a systematic approach to developing oracy were also shared and training will be delivered during 22/23.</p> <p>The Development Team recruited a team of expert practitioners to support the implementation and monitoring of these strategies, and this will be a key focus for Yrs 2 and 3 of the strategy</p> <p>There was an appointment of a Trust Senior Leader responsible for Early Literacy and Phonics across the Trust due to the successes in phonics outcomes and the impact of the Harmony Phonics Framework. As part of the phonics CPD offer, 'Train the Trainer' sessions have been facilitated with phonics leads from across the Trust. A Trust Leader has been recruited with responsibility for Unlocking Potential in Reading (across KS2) which has incorporated some CPD and specific work around the use of Accelerated Reader and is working with the Principal Strategic Lead for Reading to develop the Harmony Reading Framework. Alongside this, Read Achieve Succeed author events and initiatives continued trust-wide.</p> <p>Members of the Development Team have been carrying out reading reviews in academies to raise attainment and improve quality of teaching and learning.</p>

		<p>After evaluation of the Pupil Premium strategy, oracy was identified as a priority for many schools and so an Oracy Champions course designed to support the development of vocabulary, language, and communication is now underway.</p> <p>Richmond Academy's Phonics leader continues to monitor the implementation and impact of the Harmony Phonics Framework which is now embedded across the academy. The 'Train the Trainer' programme was attended and disseminated to academy staff who deliver phonics within the academy. Timetables have been developed to maximise staff expertise and carefully target identified children so that good progress can be made. Phonics continues to be a priority of the academy with 52% of a very mobile cohort achieving the PSC.</p> <p>Through the HTML Strategy, pupils can log on to myON, SumDog and Accelerated Reader increasing their access to quality texts.</p> <p>Reading at Richmond Academy is given high priority across the curriculum and is reflected in the Learning Environment of the academy. We have taken part in a range of Read Achieve Succeed events including, meet the author, World Book Day, CEO Bookclub and the Harmony Book Shelf. The academy has a relentless drive in promoting the love of reading through the re-launch of Reading Champions, book areas, key stage libraries and the reading of class novels. Reading outcomes at the end of KS2 was above national with 75% of pupils achieving the expected standard, and 10% of pupils achieving a higher standard.</p>
Multi-Disciplinary Teams	<p>Improve attendance through rapid and effective support and intervention</p>	<p>In response to barriers and needs, the safeguarding team, including a Child and Family Liaison worker, act as a 'first point of contact' to support the families and pupils in our communities. There are strong links with a range of partners through the Trust's multi-disciplinary team and families receive support through Early Help or local family support and counselling agencies. We know that it is essential to have strong relationships with families and communities and improved attendance can be a consequence of this. The trust uses learning from each academy and attendance leads from across the organisation meet regularly to share best practice and support each other.</p> <p>In Y2, the Harmony Development Team reviewed the guidance and research on attendance. The Development Team carried out a literature review of the latest guidance and will use these to improve practice across the Trust, including: clear communication expectations for academies; evaluation of strategies, use of resources and impact (evidence); a focused attendance academy improvement board; identification of barriers; addressing specific groups (disadvantaged); identification of specific pupils; Academy Action Plans (which are reviewed in a timely manner); and a clear understanding of 'how the best schools do it'.</p> <p>Trust Safeguarding Leads have been employed across the Northwest Hub and are having an impact on individual cases within academies. The Head of Safeguarding holds timely Attendance Leads network meetings to share best practice and share key messages to uphold consistency in approach.</p> <p>Academy leaders ensure multi-disciplinary teams are effective in their roles by having clear channels of communication through expectation and their involvement and contribution in SLT.</p> <p>Teams work together effectively to target the most vulnerable families and those at risk of missing significant proportions of their education. Richmond Academy's designated Attendance Lead rigorously monitors attendance of all pupils, analysing PA pupils daily. Pupils who are persistently absent attend meetings with the Attendance Lead/SLT Attendance Champion and are referred to the Educational Welfare Officer at Oldham Council.</p>
HTML Strategy	<p>Increase the technology available to pupils to support their learning and accelerate progress.</p>	<p>Through our HTML Strategy (<i>Harnessing Technology, Maximising Learning</i>), our aim is to harness the use of technology for teaching and learning; to close the attainment gap and for those at risk; to ensure that learning opportunities for all pupils are maximised as both a response to the Covid closure period and in delivering a high-quality education that prepares all of our pupils for their future.</p> <p>Being innovative with the use of technology can support learning and complement our already well established and effective approaches to teaching and learning. The intention is that devices and access to appropriate technology for all will accelerate pupil progress and encourage independent, expert learners.</p> <p>The HTML Strategy is a key feature of our ambitious curriculum for disadvantaged pupils. From the beginning of Y1 of the strategy, all KS2 pupils have an iPad and keyboard which they use in lessons and take home to extend learning beyond the school day. To ensure the effective implementation of the strategy, a decision was made to focus on a small number of key apps (in particular those to support reading and mathematics) and uses (for T&L), and some staff and pupils felt confident enough, then they would make fuller use of the devices. Training and support is ongoing (and will continue to be so) and each academy has its own implementation plan and timeline.</p>

		<p>In Y2, there was the recruitment of a knowledgeable and skilled Trust Leader responsible solely for HTML. An audit has been created for academies to gauge the current position and subsequently allocate support to develop individual journeys with HTML.</p> <p>Key apps which were established in Y1 are now well-embedded. On average, the number of pupils taking part in the SumDog competitions is high (Harmony Trust contest data.xlsx (sharepoint.com)) and the number of pupils reading regularly on myON is increasing. Furthermore, pupils across Harmony regularly engage with TT Rockstars on their iPads. The MTC results Trust wide are good and improving, with the Trust average result being above national.</p> <p>Leaders report that engagement with home-learning has improved significantly through the use of iPads.</p> <p>For pupils' protection and safety when using devices, an app called Senso had been installed on all 1 to 1 devices. HTML staff are liaising with the safeguarding team to support filtering and monitoring of pupils' devices.</p> <p>All Key Stage 2 pupils continue to access their devices to support their class work and extend their learning beyond the school day. Access to devices has also increased across KS1 and EYFS.</p> <p>Teachers have a state-of-the-art iPad air to support their teaching with technology. Teachers are innovating their approach, enabling learning within and beyond the classroom. Through annual staff surveys, staff continue to be overwhelmingly positive in their responses to questions relating to using technology to maximise teaching and learning opportunities.</p> <p>The CPD calendar is aligned to the ADP and staff training has been identified to ensure the next phase of the HTML strategy is achieved. All staff have completed training and are able to confidently utilise additional online safety and safeguarding measures, with DSL's using SENSO.</p>
Enrichment and Opportunity	<p>Ensure that the Great Place 2 Learn Statement principles of first-hand practical enrichments, experiences and wider opportunities are available to all children</p>	<p>Another key principle of the GP2L Strategy is to provide as many opportunities as possible to enrich the curriculum further. Trips, visits and visitors to school are subsidised so that all pupils access these experiences. This supports the development of cultural capital and further builds knowledge within the subject they are studying.</p> <p>This also aligns to the Harmony Pledge and Excellent for All Framework.</p> <p>Trust-wide, during Y1 of the strategy, an increasing number of pupils took part in the Children's Shakespeare Festival, performing Macbeth to audiences from across each borough. The aim is for all academies to take part across Y2 and 3.</p> <p>All academies took part in the Shakespeare festival in the Northwest and Derby Hubs performing Twelfth Night. In Year 3, all academies will be performing improvisations from King Lear: "T'will be a Storm!"</p> <p>As well as this, academies provided pupils with residential opportunities to support pupils' independence and enrich the curriculum offer.</p> <p>A more strategic approach was in the development phase in Y2 and funding is being allocated much more strategically, ensuring additional trips / events / visits align directly with the Harmony Model Curriculum and enhance learning.</p> <p>This will be rolled out into all academies in Y3.</p> <p>There are intra-school sporting events taking place across both Hubs, meaning children can compete and apply their skill and game development across a range of sports and age ranges.</p> <p>The Harmony Model Curriculum continues to provide a wealth of opportunities for all pupils to engage in a range of experiences. Dedicated pupil premium funding has been used to ensure that no child misses out on the range of experiences available to them and can fully participate in a wide range of enrichment activities across the curriculum.</p> <p>Subsidised trips have included a residential to Robinwood for our Year 6 pupils.</p> <p>SEND pupils have also benefitted from participating in the SEND Roadshows where they can engage in a variety of sporting events adapted to meet pupil need.</p>

2. Academy Specific Priorities		Year 2 (of 3) review (22/23)
Teaching (for example, CPD, recruitment and	Develop early reading skills of all our Early Years pupils	<p>The Early Years continues to be a Communication Friendly setting where practitioners' model good language structures. A language rich environment is in place across the Early Years with high quality provision.</p> <p>Early reading is evident and promoted through stories, songs and rhymes. Books are available through the range of provision areas. Lending libraries and a shared Early Years library is in place to share stories with their peers and</p>

		<p>their families. In the academy, reading books have provided pupils with opportunities to read phonics-based books matched to their phonics ability level. This has supported early readers to develop their reading fluency through accessible and engaging books.</p> <p>The EYFS Unit Lead also supports families on how to develop early reading skills with their children at home through organising parent workshops and REAL events.</p> <p>Rigorous monitoring of pupil attainment ensures pupils who are at risk of not achieving their end of year target/pupils who are not working at age related expectation are identified and supported.</p>
	<p>Accelerate pupil progress and attainment in fluency and understanding for pupils who have SEND/ English as an additional language</p>	<p>Pupils with SEND have received targeted support in reading and developing fluency across the academy. Targeted support and interventions have been carefully mapped and planned across the academy to assist pupils with SEND. The SENCo has provided support to staff to ensure IEP's are effective in supporting SLCN development.</p> <p>Specialist curriculum with appropriate scaffolds has been developed to support pupils with English as an additional language. This includes self-scaffolding, prompting, clueing, modelling and correcting. Interventions have been carefully mapped and planned across the academy to assist pupils at the early stages of language acquisition.</p> <p>Visual timetables are in place to support pupils in making their own choices and to ensure clear routines are in place.</p> <p>All pupils benefit from the use of appropriate scaffolding and structures whilst developing their vocabulary and language development.</p>
<p>Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)</p>	<p>Targeted support for underachieving pupils to close identified attainment gaps</p>	<p>Raising Attainment Plans were in place to ensure all identified pupils are targeted. Additional support includes bespoke curriculum planning, scaffolds and learning aids.</p> <p>Bottom 20% of the cohort were identified and fed into the Raising Attainment Plan for each unit.</p> <p>Interventions within each cohort were carefully mapped to meet pupil needs. Effective deployment of TAs in place to ensure pupils were effectively supported where required.</p> <p>WELCOMM was delivered to EYFS pupils with a significant number of pupils who were identified to receive targeted reading support.</p> <p>Key Stage One pupils worked in streamed phonics groups with additional interventions as required.</p>
	<p>To close identified attainment gaps in Y1 and Y6 through access to an Academic Mentor</p>	<p>Following pupil progress meetings, data was analysed and Raising Attainment Plans identified key pupils who were at risk of not meeting their end of year targets. Interventions were planned accordingly to ensure pupils caught up quickly and are working towards the age-appropriate standard.</p> <p>An Academic Mentor (NTP) was in place to provide additional tutoring for 1:1 reading and phonics interventions across KS1.</p> <p>Unlocking Potential in Upper Key Stage 2 programme looked at identifying gaps through QLA and writing moderation sessions.</p> <p>Y6 pupils attended a booster programme during the Spring and Summer Term focussing on arithmetic and mastering maths skills. Additional reading sessions were also part of the booster programme for key pupils to achieve their intended potential in reading.</p> <p>School Led Tutors were in place to tutor 132 pupils in Reading across Y3 – Y6 developing reading comprehension skills and practice ensuring they were ready for their next stage of learning and were closing the gap to be on track in reading at age related expectations.</p>

<p>Wider strategies (for example, related to attendance, behaviour, well being)</p>	<p>Provide appropriate well-being and attendance support for pupils across the academy</p>	<p>The Academy's Pastoral Team respond effectively, and in a timely manner, to pupil's emotional well-being and mental health. Mental Health First Aiders and Pupil Mental Health Ambassadors share tips and techniques in how to maintain a good mental health. Vulnerable pupils are monitored daily with welfare visits where required by the DDSL.</p> <p>Attendance continues to be a high priority for the academy. The Attendance Team rigorously support the data. The implementation of a weekly attendance data analysis exercise ensures attendance figures are accurate and rigorously checked.</p> <p>Action plans have been updated accordingly to ensure the analysis of attendance data has a direct impact on improving attendance overall, identifying patterns and pinpointing target groups who require additional support persistently absent pupils.</p> <p>Attendance for pupil premium pupils remains a key priority for 2023-24.</p>
	<p>Provide cultural capital enrichments opportunities.</p>	<p>A comprehensive educational visit and visitors calendar has been planned to further enrich the INSPIRE curriculum. This included the Year 6 residential to Robinwood, Castleshaw visits for KS1 pupils, along with visitors into school related to thematic learning. A curriculum review has been completed which includes the revision of texts to ensure pupils are exposed to high quality literature.</p> <p>Pupil's academic and creative talents have been nurtured through the Harmony Pledge planned activities and character development enabling them to increase their cultural capital.</p> <p>Pupils in Year 4 received specific music tuition provided by a specialist teacher, with brass instruments. Pupils from nursery to Y6 have received specialist music tuition from Oldham Music Service as well as some bespoke steel pan sessions for some pupils across KS2.</p>