

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Cicely Haughton School
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	31 st December 2021
Date on which it will be reviewed	31 st July 2022
Statement authorised by	Janey Hancock
Pupil premium lead	James Sheldon
Governor / Trustee lead	Sue Corfield

Background, information and context.

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Cicely Haughton School is a Residential Special School set in extensive grounds, providing day and residential places for 56 (5-11) pupils whose primary needs are Social Emotional and Mental Health (SEMH). It is part of the Manor Hall Academy Trust in partnership with Loxley Hall School (Residential Special School 11-16) providing an all-age model for SEMH. Twelve other schools are part of the MHAT.

Our catchment is county wide, (66% Newcastle & Moorlands, 17% South Staffordshire, 9% East Staffordshire) and 4 of pupils on roll are currently out of county placements (4% Stoke-on-Trent, 4% Cheshire East).

Our residential provision encompasses 4 nights a week for 33 placements.

Our school has high pupil mobility with 15 pupils (30%) leaving in 2021, 19 pupils (38%) leaving in 2020, 15 pupils (30%) leaving in 2020, and 16 pupils (32%) due to leave in 2022. 19 pupils (34%) joined us in September 2021. This presents challenges in regard to re-establishing routines and practices.

Current assessments confirm that:

- ☐ 19% of pupils are on the autistic spectrum of need
- ☐ 15% of pupils have been diagnosed with ADHD/ODD and associated diagnosis and are receiving medical interventions

A large majority of pupils have been identified via school screening processes as having difficulties in achieving positive relationships with adults based on trust.

Baseline testing on admission confirms the majority of pupils function below their chronological age.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32280
Recovery premium funding allocation this academic year	£6960
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	£1,986,058.00

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium priorities link to Cicely Haughton's values and ethos of 'Building relationships,' 'Celebrating success,' and 'Promoting Change,' alongside the whole school curriculum intentions of 'Positive Wellbeing,' 'A bright future,' and 'Independence,' as well as the school and MAHT priorities as listed in the SIP for 2021 – 22.

Celebrating Success A bright future		Promoting change Independence		Building Relationships Positive Wellbeing	
1	Use Effective teacher pilot to drive up teacher performance and share best practice (SIP)	5	To further develop staff knowledge and ability to deliver nurturing play activities in their classrooms to support pupil's emotional development, identify EHC targets throughout planning (OFSTED) (SIP)	9	Develop mental health provision alongside partner agencies via the LA to support pupil need (OFSTED) (SIP)
2	Implement and analyse the impact of the curriculum on offer to pupils for 2021-22, managing the challenge of balancing the ethos of the Recovery Curriculum in the context of remaining aspirational for all pupils. (SIP)	6	To use the Motional software package to improve pupil outcomes (SIP)	10	To develop the TLR role 'Wellbeing Lead' to impact outcomes positively for pupils and the school (SIP)
3	Develop our Maths curriculum to meet the needs of our pupils (SIP)	7	To provide additional support (intervention room, TA support) for our Pupil Premium pupils through targeted	11	To develop the TLR role 'Positive Behaviour Lead' to impact outcomes positively for pupils and the school (SIP)

			interventions to further improve the number of pupils achieving expected progress in their core subjects.		
4	To develop the TLR role 'Curriculum Co-ordinator' to impact outcomes positively for pupils and the school	8	Residence - (Key skills) To promote social skills and life skills through age/stage appropriate card games and board games which will be evidenced in overview booklets and Residential Nurture Files.	12	Enriching Pupil Premium pupils academic learning and SEMH wellbeing by providing opportunities outside the classroom (Through wellbeing days.)

Challenges

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

Challenge number	Detail of challenge
1	<i>SEMH of all pupils. All on roll have an EHC plan. Many children arrive having had a negative experience of school.</i>
2	Wellbeing of pupils and parents – given previous experiences.
3	Poor social and emotional skills on entry to the school.
4	Pupils not ready to learn – tired, hungry, prior experiences.
5	Impact of school closure due Covid-19 (Breakdown in routine, impact on their academic and SEMH progress)

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.

Outcomes linked to School priorities Desired outcomes and how they will be measured.	Success criteria
1. Pupil Premium pupils benefit from teachers improving their own practice through effective self-assessment. Engagement of pupils is improved.	Pupil Premium pupils progress improves through quality first teaching. (% of pupils achieving expected progress scores)
2. Pupil Premium pupils receive a bespoke curriculum that meet their needs given the context – Class staff are equipped to balance the curriculum offer to meet the ongoing challenges of all SEMH children.	Recovery curriculum strands are implemented where possible and staff/ Pupil premium feedback is positive. Curriculum Intentions are met/ working towards.
3. Progress in Maths of Pupil Premium pupils is good through delivery of an appropriate Maths curriculum.	Analysis of impact shows enhanced Pupil Premium progress.
4. Pupil Premium pupils' progress (academically and SEMH outcomes) are improved through the effective and strengthened leadership team. Curriculum meets the needs of all pupils and those Pupil Premium pupils managed effectively by the curriculum coordinator.	Overview and management of the curriculum on offer demonstrates outstanding pupil progress.
5. Nurturing play activities are effective and support the emotional development of Pupil Premium pupils.	Pupil Premium pupils' emotional development will be enhanced by nurture activities with evidence being provided from Boxall Profile results (initially) and then Motional and EHC small step target document.
6. Motional Software improves Pupil Premium pupils' outcomes.	Motional and EHC small step target document shows progress in Pupil Premium pupils SEMH outcomes, which will then lead to better academic outcomes.

7. Pupil Premium pupils receive the required intervention, promoting positive learning outcomes.	Progress of Pupils Premium pupils is good as outlined in the tracker document (EAZ)
8. Pupil Premium pupils will benefit from paired/group games and activities - promoting social skills and life skills -Those accessing a residential program will have extra opportunities to develop those key social and life skill further.	Planned paired and group activities will help to improve Pupil Premium pupils target areas and social skills.
9. Development of mental health provision improves Pupil Premium pupils wellbeing.	Pupil Premium Pupils' wellbeing is enhanced evidenced through Arbor data and Pupils motional scores.
10. Pupil Premium pupils' progress (academically and SEMH outcomes) are improved through the effective and strengthened leadership team. All pupils and Pupil premium pupils wellbeing is enhanced through effective management of the Wellbeing Lead and designated LAC teacher.	Overview and management of whole school wellbeing demonstrates outstanding Pupil premium pupils progress.
11. Pupil Premium pupils' progress (academically and SEMH outcomes) are improved through the effective and strengthened leadership team. All pupils and Pupil premium pupils' behaviour is enhanced through effective management of the Positive Behaviour Lead.	Overview and management of the whole school ethos and culture demonstrates outstanding pupil progress. Positive behaviour data through SCIP-R and Arbor is used to share good practice and to recognise those pupils who require additional support. Positive behaviour scores improve for Pupil Premium pupils.
12. Pupil Premium pupils' progress is improved through outdoor learning and access to wellbeing days.	Wellbeing days (whole school) help promote positive wellbeing amongst Pupil Premium pupils. (Pupil voice - Arbor Data) Timetabled 'Wellbeing Mondays with JDR' and enhanced outdoor provision improve outcomes for Pupil Premium pupils.

Covid-19

It is extremely important that we consider the educational and emotional impact of Covid-19 on our pupils. The Covid-19 pandemic has led to school closures across the UK and many countries around the world. This means that the majority of pupils have missed more than a full term in school, though supported and taught in various ways. Nevertheless, it is likely that school closures will lead to slower rates of learning, perhaps learning loss, and there is a risk that the negative impact will be worse for pupils who are economically disadvantaged as well as those who have an Educational Health Care Plan (EHCP). 100% of our pupils have an EHCP. Where available, effective strategies evaluated by the EEF have been identified within this plan. The school holds pupils' physical, mental health and wellbeing at its core and the pupil premium strategy will provide effective and informed spending (through research) where possible.

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. The boxes shaded blue display the spend of the recovery premium funding.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21, 626.11

Celebrating Success – A Bright Future		
Activity	Evidence that supports this approach	Challenge number(s) addressed
TA Salary	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Can improve attainment by 4 months.	1 - 5
Training	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development DfE's Standard for Teachers' Professional Development states 'effective professional development for teachers is a core part of securing effective teaching.'	4, 5
Survival – Whole school training	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://www.sciencedirect.com/science/article/abs/pii/S1538544210000441 https://www.sciencedirect.com/science/article/pii/S2444866416301234 Can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	1, 2, 3, 5
Pearson (Wordsmith)	Raised the profile of English across the school. Staff questionnaire demonstrates the impact Wordsmith has on Teaching and learning. Ensures high quality English curriculum. Planning is flexible and meets	4, 5

	<p>the needs of the learners. Final compositions are carefully worked towards with comprehension, grammar and short composition activities.</p> <p>Evidence nationally and at CHS.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181204/110118.pdf</p>	
<i>Pearson (Power Maths)</i>	<p>Power Maths is built on a world-class and unique mastery teaching model created by leading educational experts from the UK and China. At CHS we have recognised our learners struggle with reasoning, problem solving and mastery skills. Whole school approach to raise standards in teaching and learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&utm_medium=search&utm_campaign=site_search&search_term=mastery</p> <p>Previous Academic year (2020/21) shows only 43% of year 6's achieved expected target with 66% of the entire cohort achieving expected target. Compared to English progress scores displaying 75% achieving expected progress or above across Reading, writing and GPS. This highlights a need for a whole school mastery approach in Maths.</p> <p>Out of 52 pupils on roll, 21 are accessing work at an age-equivalent curriculum (37.5%)</p> <p>Current NFER Autumn 1 Data suggests – out of 44 children that were tested, 22 (50%) were working at developing or above ('average' on NFER test) for the curriculum year they access. Meaning 50% are working at emerging ('low average or below average on NFER test) within the curriculum year they access.</p> <p>Can improve attainment by 5 months.</p>	4, 5
<i>Pearson (Power Maths training)</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&utm_medium=search&utm_campaign=site_search&search_term=mastery</p> <p>Mastery teaching can be difficult to implement. 2 whole school training days aim to help implement new Mastery Maths curriculum.</p>	4, 5
<i>Twinkl</i>	<p>https://www.google.co.uk/books/edition/A_Curriculum_Guide_for_Middle_Leaders/RSAJEAAAQBAJ?hl=en&gbpv=1&dq=curriculum+intent+implementation+and+impact+evidence&pg=PT6&printsec=frontcover</p>	4, 5

	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research for EIF framework updated references 22 Feb 2021.pdf Curriculum is appropriate to the context of the school. Provides carefully sequenced lessons. Scheme of work taught across the school includes: Science, PSHE, Art, D&T, and some resources used from History and Geography. Ensures coverage of a broad and balanced curriculum.	
<i>Music instruments</i>	Helps effective delivery of Music sessions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Can improve attainment by 3 months.	2, 4, 5
<i>Chromebooks</i>	https://bestpracticenet.instructure.com/groups/2215/discussion_topics/21877 Lessons from abroad – improve pupil engagement through technology. Remote learning is improved. Majority of parents felt the school went above and beyond during lockdown but suggested more support was needed around ICT.	4, 5
<i>CPD staff training</i>	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development DfE's Standard for Teachers' Professional Development states 'effective professional development for teachers is a core part of securing effective teaching.'	1, 4

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

Budgeted cost: £7396.83

Promoting Change – Independence		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pearson (Bug-club)</i>	Allows remote learning and comprehension in and outside of school. 47% of current cohort have a reading comprehension age below their chronological age.	2, 4, 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Can improve attainment by 6 months.	
<i>Classroom Secrets</i>	1:1 intervention, support core subject teaching and learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	4, 5
<i>Phonically decodable readers</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics Can improve attainment by 6 months. Over 55% of current cohort have reading age lower than chronological age.	4, 5
<i>Targeted Therapeutic Interventions to support pupils and families.</i>	https://www.taylorfrancis.com/chapters/edit/10.4324/9780429327230-31/swings-roundabouts-alison-chown-penny-mcfarlane https://onlinelibrary.wiley.com/doi/abs/10.1111/1467-6427.12353 Systemic and family therapy with adaptations can be an effective intervention for socially disadvantaged young people with histories of complex trauma and their families Because of the complexity of both need and symptomology it may be helpful to synthesise elements of evidence-based practices (EBPs) which target particular symptomologies and also to use strategies that address the engagement difficulties often encountered with EBPs. Particular strategies that can aid engagement and therapeutic process include making available the option of non-verbal activities, providing therapy in school and at home, attending to attachment needs (including availability of	1 - 5

	long-term work and individual sessions for young people) and tailoring therapy to suit the particular needs of male, minority ethnic and working-class clients.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,217.06

Building Relationships – Positive Wellbeing		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Music (Drums & Guitars)</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Can help boost attainment by 3 months.	1, 2, 4,5
<i>West Midlands Theatre Group</i>	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=enrichment Enrichment activity	1 - 5
<i>Oaks Online (Bush-craft and fire-lighting equipment)</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://www.sciencedirect.com/science/article/abs/pii/S1538544210000441 https://www.sciencedirect.com/science/article/pii/S2444866416301234 Can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	1 - 5
<i>Catering</i>	Providing breakfast (Toast and fruit) helps to address physical needs of the children. Planned Nurturing activities involving cooking and baking. https://internal-journal.frontiersin.org/articles/10.3389/fnhum.2013.00425/full#h1	4

	https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-3010.2010.01880.x There is evidence to suggest that an increased nutritional awareness and ability in cooking skills helps individuals to make effective dietary choices.	
<i>Student Vouchers</i>	Head teachers award to recognise children's efforts during the week. https://www.tandfonline.com/doi/abs/10.1080/01443410802206700 Article shows how reactive management strategies has a significant relationship with elevated teacher stress and decreased student on-task behaviour. Proactive strategies such as positive re-enforcement are evidence based. https://scholarworks.merrimack.edu/cgi/viewcontent.cgi?article=1003&context=honors_component	1 - 5
<i>Nurture resources class based.</i>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nfer-impact-of-school-closures-and-subsequent-support-strategies-on-attainment-and-socioemotional-wellbeing-in-key-stage-1?utm_source=/projects-and-evaluation/projects/nfer-impact-of-school-closures-and-subsequent-support-strategies-on-attainment-and-socioemotional-wellbeing-in-key-stage-1&utm_medium=search&utm_campaign=site_search&search_term=wellbeing Impact on Children's wellbeing as a result of the Covid-19 pandemic. https://pediatrics.aappublications.org/content/142/3/e20182058	1 - 5
<i>Wellbeing days and activities -</i>	https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/	1 - 5
<i>Balance Bikes</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning (£400)	1 - 5

Total budgeted cost: £ 39,240.00

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 2020 to 2021 academic year.

Literacy		
Desired outcome/focus	Summary of actions	Impact
To improve reading abilities for all pupils eligible for PP.	License for Wordsmith Online learning resources.	Progress data suggests children have made more progress this year in reading. With the average child making above 16 Months progress within an academic year. RWI spelling has enabled a phonics focus to be continued throughout the school and build upon the prior knowledge from the RWI schemes.
	License for RWI spelling scheme.	
	License for RWI Bug Club whole school reading	
Improved writing abilities within 12 months of being at CHS.	Staffing of one to one reading interventions and reading support.	Consistent testing resources have enabled more accurate testing and more reliable data.
	Purchasing of LUCID rapid (dyslexia screen)	
Narrow any gap between PP children and national expectations.	Purchasing of new SALFORD reading test/materials	Writing slopes, pencil grips, ergonomic rulers, pencils, pens and felts have all been purchased and utilised by a range of children to encourage more comfortable grip and to lower the barriers to writing.
	Purchasing of specialist writing resources for individuals.	
Improve spelling ages of individuals.	Purchasing of individuals resources for one to one support.	
Numeracy		

Desired outcome/focus	Summary of actions	Evidence/data of impact
<p>To improve mathematical abilities for individuals.</p> <p>To improve accessibility for children.</p> <p>To provide children with resources to aid calculation and in turn improve mental maths ability.</p>	Purchasing of individuals supportive resources.	<p>Resources purchased and allocated at class level as class packs to support with visual learning and encourage engagement. All classes have made positive use of the resources.</p> <p>Almost all of our children have made expected progress within maths.</p> <p>Next year focus- Purchasing of a scheme which supports mastery approach and ensure more robust testing is administered.</p>
	Purchasing of NFER online testing	
	Funding of one to one interventions.	
	Funding of teaching schemes.	
	Funding of tuition/one to one resources	

Behaviour		
Desired outcome/focus	Summary of actions	Evidence/data of impact
<p>To encourage children to focus on an improve their behaviour where relevant.</p> <p>To improve engagement</p>	Purchasing of individual items to assist in substituting behaviours for positive ones-eg chewellery	<p>Feedback from children is that they appreciate the access to chewellery and the sensory boxes which have been purchased for class. Class staff report all children access these resources at some point or another and it's a great addition to calm boxes and enables children to calm faster and potentially reducing the requirement for PI.</p>
	Purchasing of incentives/rewards schemes for children to include certificates/stickers and £5.00 voucher	

levels of children		The headteacher's awards and the replenishing of class staff stickers and rewards has helped to raise the profile of behaviour within school and have worked well as incentives for so many of our children. The return to celebration assemblies 21/22 will be a welcome change where we can join together in celebrating individuals success and get children familiar with bigger groups again too.
Improve monitoring of behaviour to facilitate swifter implementation of interventions where necessary.		

Attendance

Desired outcome/focus	Summary of actions	Evidence/data of impact
<p>Improve monitoring and attendance of PP children.</p> <p>Support parents of PP children in getting their child into school and for them to attend relevant meetings.</p> <p>Support funding for fuel for accessibility of experiences for children.</p>	<p>To purchase services of VIP (Previously ATTEND)</p> <p>Funding for fuel for school vehicles for activities and additional supporting learning activities and to support rewards for 100% attendance.</p>	<p>Attendance has been monitored throughout the academic year by VIP. They have supported the school in maintaining the high expectations regarding attendance and where required have worked alongside families to support with children demonstrating transition phobias from home to school and in supporting parents in increasing individual's attendance. They have also completed safe and well checks when required throughout lockdown.</p> <p>Whole school attendance for the academic year was 96.6%.</p>

Social/Mental Health/Well-being		
Desired outcome/focus	Summary of actions	Evidence/data of impact
Improve focus and concentration throughout the school day. Positive mental well-being days/activities. Staff training/Inset To improve the level of exercise children are accessing at breaks. Offer a wider range of activities as part of recovery curriculum and nurture offer. Staff CPD Ensuring equipment is safe for individuals to use. Improving children's awareness of healthy eating	Free toast/snack at breakfast.	The use of Covid recovery and pupil premium to support our recovery curriculum has enabled us to offer a more varied and less pressured curriculum which has supported the transition from remote learning back to more regular routines and expectations for our setting. Children have been able to focus on self-care and well-being activities to counteract the stress and anxieties that some have felt as a result of the epidemic. Healthy eating scheme was not able to be integrated as the company have been bought out. –Alternatives to be sourced. Whole staff training was not able to occur during the pandemic-LA courses for SCIPr were funded through pupil premium.
	Funding for resources to be used on specific wellbeing days or for activities to be accessed eg climbing wall hire etc.	
	Staff to be provided relevant training to support individuals with specific needs.	
	Access to be able to purchase resources in response to pupil voice for them to use throughout break times as fed into by the school council.	
	Academy CPD on relevant topic TBC.	
	Restocking/purchasing of items such as safety pads and helmets for children to utilise when participating in risk assessed activities.	
	Purchasing of NUTMEG healthy eating scheme online.	
Technology		
Desired outcome/focus	Summary of actions	Evidence/data of impact
To provide lap top/Ipad/tablets to improve engagement	Purchasing of such resources for individuals use.	ARBOR has allowed staff to have a much better overview of individual's behaviour and attendance. It has facilitated electronic registration which

Additional resource training.	To allow staff to be familiar with the resources and enable their use to support teaching and learning.	is much safer during the pandemic. Centrally storing all information has proved a great step forwards with everyone now using it within school and all documentation relating to SEND being on the system for individuals.
Nurture		
<p>To provide nurturing environments for each of our classes.</p> <p>To allow our children with sensory needs to be more focused and have their needs met through appropriate methods.</p>	Purchasing of resources to enhance the appeal of the classroom-display materials, soft furnishings etc	<p>All classes have benefited from an increase of nurture resources which have supported recovery curriculum and positively supporting mental well-being of children during the pandemic.</p> <p>Children speak positively of the items which have been given to classes and they love the sensory items which they say not only help to keep them calm but the help when they are feeling worried or angry.</p> <p>The purchasing of games has facilitated more opportunities for structured nurture sessions and games which will in turn improve social awareness and understanding of acceptable levels of response during playing the games.</p>
	All classrooms and residential houserooms to be provided with calm/sensory box filled with objects that children can use when required to help maintain attention or to refocus or to diffuse situations.	
	Purchasing of games and social activities for children to use during nurture sessions to develop play, turn taking and other social skills.	