

# Pupil premium strategy statement – Updated December 2023

This statement details our school’s use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils.

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

Key documents used to complete this piece of work:

1. [The EEF Guide to the Pupil Premium](#)
2. Menu of approaches, which outlines the conditions of the PP grant including the approaches that can be used [Using pupil premium: guidance for school leaders - GOV.UK](#)

## School overview

Detail	Data
School name	Camp Primary & Nursery School
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 - 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sharon Barton & Rachel Rowe Head Teachers
Pupil premium lead	Sharon Barton & Rachel Rowe Head Teachers
Governor / Trustee lead	Assessment & Curriculum Governor: Olivia Helm

## Funding overview for 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£32,780 (£30,555 for pupil premium pupils, £335 service children, £1,890 CLA)
Recovery premium funding allocation this academic year	£2283.75

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35,063

## Part A: Pupil premium strategy plan

### Statement of intent

At Camp Primary and Nursery school we know that a good education can transform lives. We have high aspirations for all of our pupils, irrespective of their background or challenges they may face. We believe that our role as educators is to ensure that all children are enabled to access and enjoy the full curriculum and to reach their potential across all subjects, finding their areas of strength and special interest along the way.

The purpose of our pupil premium strategy is to outline how we intend to support our pupils who come from economically disadvantaged backgrounds and others who we consider to be vulnerable, such as those who have a social worker.

Central to our approach is an emphasis on ensuring high quality teaching and learning right across the school from Nursery to Year 6. The quality of teaching is one of the biggest drivers of pupil attainment particularly for pupils from disadvantaged backgrounds, therefore we focus our resources on well evidenced ways of improving teaching. We also understand that in order for children to make the most out of the learning opportunities at school they need to feel safe and secure and have their social, emotional and physiological needs met. At Camp we will ensure that PSHCE is central to our curriculum and tailored to meet the needs of our pupils.

Given that national data shows that the attainment gap starts in the early years, we place high value on the provision for all children as they start with us in Nursery or Reception. Ensuring that children have a great start and that any barriers to learning and development are identified early is key in preventing gaps in attainment from widening.

We know the importance of working closely with our families and getting to know them well. This means that we are in the best possible position to tailor support to meet the children's pastoral, social and academic needs and to be responsive to any changes in need.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate <b>underdeveloped oral language skills and vocabulary gaps</b> among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers
2	<p><b>Phonics</b> understanding impacting on <b>reading</b> outcomes in KS1. Pupils entitled to PPG are less likely to pass the phonics test or to be at ARE for reading at the end of year 2. The children typically have less access to books at home and are less likely to read with/to an adult at home on a regular basis.</p> <p>Reading progress in KS2 shows PPG children are less likely to achieve at ARE or greater depth by the end of Year 6. Although progress data is positive with 7/11 in 2021 showing good and 5/11 showing better than expected in terms of progress, only 5/11 (46%) achieved securely within ARE compared to 67% of the whole class. In terms of greater depth, 3/11 (27%) achieved this compared to 45% of the whole class achieving at this standard.</p>
3	<p><b>Limited enrichment opportunities</b></p> <p>Children who are entitled to PPG are less likely to take part in clubs in and out of school. Currently we have 13 clubs running at school with 71 spaces available. 8% of those spaces are taken up by PP children. Discussion with pupils and their families shows that our PPG children are less likely to be taken on day trips and visits out of school and that without financial assistance they would not be able to join in with school off-site visits. Currently none of our PPG children are learning an instrument in school.</p>
4	<p><b>Support for writing</b></p> <p>PPG children are less likely to be working at ARE for writing. At the end of 20/21 Year 6 internal data shows 6/11 (55%) of PPG pupils working broadly within ARE compared to 69% for all pupils in the class. Progress for writing has been further exacerbated by COVID and the lockdowns - writing being harder to teach remotely and our PPG children less likely to engage with on-line learning even with increased support and encouragement to attend.</p>
5	<p><b>Social and emotional issues</b> - well-being linked to lack of consistent boundaries and level of support from home</p> <p>Many of our PP children have social and emotional difficulties. Discussion with SENCo and Class teachers during pupil progress review meetings show that currently 15/21 (71%) of our pupil premium children have social and emotional difficulties. This is far higher than the percentage of non PPG children with social and emotional difficulties. Some of these have been exacerbated by the pandemic</p>

	especially where anxiety has been a factor. PP children are more likely to be involved in difficult or dangerous behaviour incidents than the non PP children (30% of all stage 3 and 4 incidents last year involved PP children whereas PP children only made up for 13.8% of all pupils)
6	To ensure that <b>attendance</b> for PPG children is improved. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Data for 20/21 shows that attendance for PPG children is on average 91.4%. The attendance for all children is 95.9%. There are some key families for whom attendance and punctuality is still a concern as this is impacting their learning.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Improved standardised score on diagnostic tool.
Improved reading attainment among disadvantaged pupils at the end of KS2.	Across KS2 a greater proportion of disadvantaged pupils meet the expected standard/greater depth in each year group (tracked termly) and the gap between PPG and the rest of the class is reduced. PPG children are making progress through the levels on Lexia so a greater proportion are working on levels appropriate for their year group.
Improved writing attainment for disadvantaged pupils at the end of KS2.	Across KS2 a greater proportion of disadvantaged pupils meet the expected standard/greater depth in each year group (tracked termly). The gap between PPG and the rest of the cohort is narrowed.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations

	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <p>Evidence in lessons show children are settled in class and able to focus and engage in their learning. The number of behaviour incidents for PPG children is in line with those of other pupils.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by the overall absence rate for all pupils, including PPG being no more than 5% and the percentage of all pupils who are persistently absent being below 10%

## Activity in this academic year (23/24)

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

### High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development: Provide training and support for staff new to KS1/2 in the teaching of phonics using the new system.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   EEF</a></p>	2, 4
Professional Development: Provide additional support for teachers new to year groups or the school or profession (including shared planning and teaching time in some year groups, team teaching and support from experienced subject leaders)	<p><a href="#">Guidance Report EFFECTIVE PROFESSIONAL DEVELOPMENT</a></p> <p>EEF - KS1 literacy guidance report <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=education-evidence/guidance-reports/literacy-ks-1&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=education-evidence/guidance-reports/literacy-ks-1&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	2, 4

<p>Professional development: Steps tutor training for 2 x members of staff</p>	<p>Ensure consistency in following the Hertfordshire approved STEPS behavioural approach despite staff turnover.</p> <p>EEF improving behaviour report <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=education-evidence/guidance-reports/literacy-ks-1&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=education-evidence/guidance-reports/literacy-ks-1&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	<p>5</p>
<p>Professional Development: Early years - ongoing training and support for practitioners by EYFS Lead with a focus on communication and language, play based approach, and self regulation strategies</p>	<p>Evidence from the EEF suggests that some of the most successful approaches in the EYFS are communication and language, self-regulation and play-based learning. Communication and language approaches are described as ‘ very high impact for low cost based on extensive evidence’</p> <p><a href="#">EEF EYFS communication and language approaches</a> <a href="#">EEF EYFS self regulation</a> <a href="#">EEF EYFS play based learning</a></p>	<p>1,4,5</p>
<p>Provide additional support for SENCo new to post through employment of experienced SENCo 1 x ½ day a week for 2 terms</p>	<p>This will help develop high-quality teaching and assessment to identify SEND in PPG cohort, and plan to meet their needs most effectively including accessing services from external agencies.</p> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF</a></p>	<p>1,2,4,5</p>
<p>Ensure PSHCE is at the centre of the curriculum in school from Nursery through to Year 6. On-going review and development of the curriculum to make it bespoke for our cohorts,</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<a href="#">EEF social and emotional learning</a></p> <p>There are many benefits to collaborative learning. The PSHCE curriculum includes explicit teaching of collaborative working skills and allows for these to be transferred across to other curriculum areas. <a href="#">EEF collaborative learning approaches</a></p>	<p>5</p>

	<p><a href="#">Great Teaching Toolkit Evidence Review</a> The curriculum resources developed will include information for teachers which will support their ‘deep and fluent knowledge and flexible understanding of the content’ and their ‘knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas’ they are teaching.</p>	
<p>Embed the new Formative assessment policy to ensure verbal feedback is used in a timely manner to redirect and refocus learners within a lesson .</p>	<p>According to the EEF, effective feedback can have ‘very high impact for very low cost based on extensive evidence’</p> <p><a href="#">EEF guide to Feedback</a></p>	2, 4
<p>Staff training in Paul Dix, When the Adults change behaviour training.</p> <p>Funding for online course and staff release time to plan training sessions plus staff meeting time across the year.</p>	<p><a href="#">Improving Behaviour in Schools   EEF</a> ‘Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression. Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time.’</p> <p><a href="#">Great Teaching Toolkit Evidence Review</a> using effective behaviour management strategies will maximise opportunities for learning in class.</p>	5

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

Budgeted cost: £9,182

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support using the resources from our</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown</p>	2, 4

<p>systematic synthetic phonics programme.</p> <p>Parent information sessions about phonics to be run by KS1 leader and English lead for Y1. Target PPG families to encourage their attendance. Building blocks parent sessions for YR parents led by EYFS lead. Teaching staff released to prepare and lead sessions.</p> <p>Volunteers used to provide additional 1:1 reading support with priority given to PPG reading below ARE. Training provided for volunteers who hear children read to improve the quality of their intervention</p>	<p>to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   EEF</a></p> <p>This will improve parental knowledge and understanding of phonics and how to support their children most effectively with their reading. Parental feedback after these sessions last year was very positive with parents reporting feeling more confident about how to support their child. <a href="#">Parental engagement   EEF</a></p> <p>Improved quality of intervention provided by volunteers in school. PPG children given additional opportunities to practise reading skills.</p>	
<p>Use of Lexia for all PPG children in school to support reading outcomes</p>	<p><a href="#">EEF/projects/lexia</a></p> <p><a href="#">Guidance Report USING DIGITAL TECHNOLOGY TO IMPROVE LEARNING</a></p>	<p>2</p>
<p>Teacher led reading and writing support 1:1 and small groups (incl use of school led tutoring fund)</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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:</p> <p><a href="#">One to one tuition   EEF</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   EEF</a></p>	<p>1, 2, 4</p>
<p>Clicker to support writing process for a number of PPG children and new ipads to upload onto.</p>	<p><a href="#">Guidance Report USING DIGITAL TECHNOLOGY TO IMPROVE LEARNING</a></p>	<p>4</p>



	<a href="#">Special Educational Needs in Mainstream Schools   EEF</a> Targeted use of technology to support learners with SEND	
Happy Human Project - support for identified children in small groups across the year. 12 week programme per group. PPG children prioritised for support. Progress to be measured at start and end of programme.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF social and emotional learning</a>	5

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

Budgeted cost: £9,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all PPG children have access to at least one club after school or in school enrichment opportunities. Focus on participation in the Arts.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.  <a href="#">Arts participation   EEF</a>	3
Identifying children who need further support and referring as appropriate to services paid for by school e.g. learning mentor, family support worker and counselling, or to external services such as CAMHs and the school nurse service.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">Mentoring   EEF</a>	5
TA led small group SEMH interventions.	Small group sessions which Seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.  <a href="#">Social and emotional learning   EEF</a>	5

<p>Embedding principles of good practice for improving attendance in line with school policy. Persistence in working with parents on a 1:1 basis. SLT and Governor focus.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Working together to improve school attendance - GOV.UK</a></p>	<p>6</p>
<p>Steps behaviour refresher training for all staff to ensure consistency in approach. New members of staff to have full training.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF</a></p>	<p>5</p>
<p>Pupil leadership roles for children in Years 5 and 6: Peer mediators, Librarians, Sports Council, Eco Committee (Y4 - Y6), School Council (Yr - Y6)</p> <p>PPG children to be prioritised for selection and actively encouraged to apply.</p> <p>Funding used to release staff to select and train pupils for these roles and hold ongoing meetings with them to support/ guide through the year at regular times. Funding also used for equipment including badges and caps.</p>	<p>From our own experience in previous years this initiative boosts self confidence and encourages attendance for those where it has been a concern.</p> <p>In all roles the children will learn both leadership and life skills.</p> <p>A UK survey of schools showed teaching staff felt peer mediation was the most effective peer-led strategy to reduce bullying. All students can develop resilience as active participants in a mediation.</p> <p>Peer mediation delivers a range of benefits in schools: the mediators acquire life skills in conflict resolution; adult time is freed-up from "refereeing" arguments; students at large find more durable resolutions and become more conscious of conflict resolution through dialogue via their participation. It has been shown to reduce the number of harmful incidents recorded in school during break and lunchtime, and the process enjoys a high success-rate according to student disputants.</p> <p><a href="#">ABOUT US   peermediationnetwork</a></p>	<p>3, 5</p>
<p>Ensure library stock is continually refreshed. All classes to have a library</p>	<p>Evidence from our home visits before children start at Camp in the EYFS, shows that many of our economically</p>	<p>1, 2, 4</p>

<p>session at least once a week and to borrow books from the school library weekly. PPG children prioritised for the position of librarians.</p>	<p>disadvantaged families do not have books in the house, do not use the local library and that the children are not being read to at home.</p> <p>Research suggests that having access to books to read for pleasure is linked to higher attainment. 'pupils who had books of their own were more likely to enjoy reading and read more frequently' <a href="#">Research evidence on reading for pleasure - GOV.UK</a></p> <p>Other research points to the vocabulary gap that exists for children who are not read to.</p> <p>Jessica A. R. Logan, Laura M. Justice, Melike Yumuş, Leydi Johana Chaparro-Moreno. <b>When Children Are Not Read to at Home.</b> <i>Journal of Developmental &amp; Behavioral Pediatrics</i>, 2019; 1 DOI: 10.1097/DBP.0000000000000657</p>	
<p>Mental health lead to provide update training for all staff on mental health including trauma and attachment.</p> <p>Train another member of staff as a mental health lead.</p> <p>Provide information to staff and parents to raise awareness of support available.</p> <p>Develop a well-being strategy for school.</p>	<p>Taking a coordinated and evidence-informed approach to mental health in schools and colleges leads to improved pupil and student wellbeing, which, in turn, can improve learning.</p> <p><a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a></p>	5
<p>The ethos of the school is to adopt an individualised approach to supporting families, including that senior members of staff are known and available to all pupils/families.</p>	<p><a href="#">Parental engagement   EEF</a></p> <p>High performing schools tended to engender particularly positive relationships between staff, parents and pupils.</p> <p><a href="#">School cultures and practices: supporting the attainment of disadvantaged pupils</a></p>	5, 6
<p>Funded breakfast club and after school club places in instances where this</p>	<p>In some individual cases, where lateness and attendance have been a persistent issue, we have found</p>	6

improves attendance or concentration at school.	improved attendance and punctuality when attending breakfast club.	
---	--	--

**Total budgeted cost: £37,807**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

### **Improved oral language skills and vocabulary among disadvantaged pupils.**

*Vocabulary was a major focus for the last academic year across all subjects. Staff had training on strategies and processes involved with learning and retaining new vocabulary and this was supported through purchase of an on-line resource. Children can talk confidently about their learning, using subject specific vocabulary, and did so to visitors during our Ofsted inspection, HIP and Governor visits across the year. The Ofsted report stated, **From the early years to Year 6, they ensure pupils learn the vocabulary they need for each subject or new topic.** Word rich classrooms are evident and there was consistency and clear focus across the school. Sharing assemblies also show that vocabulary is used confidently in year groups across a range of subjects. Subject Leader action plans for the year all included a target linked to the teaching of tier 2 and 3 vocabulary.*

### **Improved reading attainment among disadvantaged pupils at the end of KS2.**

*The school maintains fidelity to a systematic synthetic phonics scheme. Training was provided for staff new to KS1. Additional phonics sessions were provided to offer tailored support to pupils, including KS2 for beginner bilingual students. Information sessions were provided to Y1 parents to provide key information on phonics and supporting reading at home, attended by all. Results show phonics attainment has improved to 85.7% for all pupils in 2023, against Hertfordshire average of 80%. The outcome for PPG pupils in Year 1 showed 75% passing the phonics screening. Lexia continues to be used as an intervention programme for all PPG children in school up to Year 6 at least 3 times per week and progress is carefully tracked. PPG pupils in each class continue to be prioritised for 1:1 reading with school staff and/or volunteers. Year 6 pupils had teacher-led reading booster groups across the year. Reading results for 2023 KS2 show 93% ARE and 47% GDS. For the PPG children in Year 6 outcomes were 5/5 achieving ARE (100%) and 2/5 achieving at greater depth (40%).*

### **Improved writing attainment for disadvantaged pupils at the end of KS2.**

*Teacher led writing support (both 1:1 and small groups) continued for targeted children. Writing data in several classes has shown an increase in the percentage of children working at EXS and above, with an average increase of 6.3% and in Year 6 this increase being 9% in year.*

### **To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.**

*Throughout the year we ensured that PSHCE was at the centre of our curriculum from Nursery upwards and weekly lessons and circle times delivered. This curriculum was bespoke and tailored to meet the needs of our pupils and included teaching on Protective Behaviours across the school. Attendance at clubs was audited with free places provided for PPG children either sponsored by the provider or paid for by school.*

*We continued to work to ensure prompt referral of children to additional support services such as school nursing but also many paid for by school e.g counselling, learning mentor, family and parent support workers. Social emotional mental health interventions were run in cases facilitated by our teaching assistants or the family support worker.*

*We have maintained higher levels of staff on the playground at break times and lunchtimes, using teaching assistants well known to each year group rather than MSAs. Behaviour records show a fall in the percentage of level 3 and 4 incidents involving PPG children – down*

to 13.9% for 22/23 compared to 30% for 20/21. Data over time confirms that these pupils are no more likely to be involved in behaviour incidents than those children not eligible for PPG. In our recent Ofsted inspection (July 23) it was noted, 'There are many opportunities for pupils to thrive beyond the classroom. Older pupils apply for special roles, such as sports councillors, librarians and eco-councillors. Year 5 pupils act as buddies for children in Reception. These relationships are an important part of the school's nurturing culture.' As a school we always prioritise PPG children to undertake these roles of responsibility on school.

**To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**

The attendance figure for PPG children showed a small increase for 22/23 compared to 21/22 from 91.5% to 92.2%. This is still lower than overall school attendance which was 95.3% and therefore needs to remain a focus.

We continue to offer funded breakfast club places to support improved school attendance and will continue this as a strategy moving forwards. Our tailored approach to supporting families with attendance, including daily contact in some cases, will continue but also with clear consistent high expectations of high attendance reiterated to all families.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia Reading Intervention	Lexia

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional staffing in the classroom to provide pastoral support as needed. This year we will spend the funding on Happy Human project sessions for the child.
What was the impact of that spending on service pupil premium eligible pupils?	Child felt safe and confident to speak to adults in class. Supported to make a successful transition to the new year group.