

## Review of Expenditure 2019-20:

Previous Academic Year 2019-20

Desired Outcome:	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate:	Lesson learned (and whether you will continue with this approach)
<p>PPG progress and attainment data in line with rest of the cohort in reading and writing in Years 4 and 5</p>	<ul style="list-style-type: none"> <li>-Specialist intervention teacher focusing on key reading comprehension skills.</li> <li>-Staff trained in Catch up Literacy intervention to focus on target children's reading and spelling.</li> <li>-Staff trained in 'up-level reading' to focus on key reading and spelling skills with LA children.</li> <li>-Reflection mentoring offered to boost writing progress.</li> <li>-PPG lead teacher to ensure provision is directed according to need and this is reviewed through termly tracking and refined provision maps.</li> </ul>	<ul style="list-style-type: none"> <li>- Termly data compiled and used to identify key children.</li> <li>- Target tracker data and formative discussions used to determine focus children.</li> <li>- Intervention targeted accordingly.</li> <li>- All interventions led and coordinated as per the provision map.</li> <li>- Half-termly feedback given to class teacher re progress and next steps.</li> <li>- Data cycle conducted half-termly.</li> </ul> <p>CV19 – Data not available due to pandemic.</p>	<ul style="list-style-type: none"> <li>-Reflection mentoring and 'key child' approach successful in motivating children to work towards targets.</li> <li>-From formative data, specific interventions have supported excellerated progress.</li> <li>-For the new academic year, data and targeted interventions cycle to continue.</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>-Continue with assess, plan, do, review reflection mentoring cycle in new academic year.</li> <li>-From formative data, new year 6 and year 5 cohorts will still need to be a focus.</li> </ul>

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Raise the percentage of the Year 4, 5 and 6 PPG pupils reaching age expectation in Maths	<p>-PPG lead maths teaching to work with smaller Yr5 and 6 groups.</p> <p>-Staff trained in Catch up Maths intervention to focus on target children's key maths skills</p> <p>-PPG lead teacher to ensure provision is directed according to need and this is reviewed through termly tracking and refined provision maps.</p>	<ul style="list-style-type: none"> <li>- Termly data compiled and used to identify key children.</li> <li>- Target tracker data and formative discussions used to determine focus children.</li> <li>- Intervention targeted accordingly.</li> <li>- All interventions led and coordinated as per the provision map.</li> <li>- Half-termly feedback given to class teacher re progress and next steps.</li> <li>- Data cycle conducted half-termly.</li> </ul> <p>CV19 – Data not available due to pandemic.</p>	<p>-Formative data indicated that smaller maths sets are effective</p> <p>-Catch up maths helps to close the gap and support accelerated progress.</p> <p><b>Next steps:</b></p> <p>-Continue with assess, plan, do, review reflection mentoring cycle in new academic year.</p> <p>-From formative data, new year 6 and year 5 cohorts will still need to be a focus.</p>

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<p>Most vulnerable pupils and families to be able to continue to access the support they need and for their children to feel positive and successful.</p>	<p>Emotional Health Service:</p> <ul style="list-style-type: none"> <li>✓ Raise awareness of social emotional needs with staff, through staff meetings</li> <li>✓ Supporting parents through parent workshops; delivering key information and strategies.</li> <li>✓ Liaising carefully with the school Inclusion Manager and staff to determine appropriate training in order to directly address areas of need.</li> </ul> <p>School counsellor:</p> <ul style="list-style-type: none"> <li>✓ Raise awareness of counselling with staff</li> <li>✓ Ensure leaflets are available in the office</li> <li>✓ Regular review meeting with counsellor</li> <li>✓ Ensure a confident rapport is evident between the counsellor and parents</li> </ul> <p>Kick mentoring:</p> <ul style="list-style-type: none"> <li>✓ For children to make progress from the initial goals they set for themselves.</li> <li>✓ For the children's self-image to improve.</li> </ul>	<p>Staff survey suggested that staff feel 'good' or 'very good' about their understanding of a range of children's needs and how this can affect their learning.</p> <p>Parent workshops coordinated termly: ASD, ADHD and attachment and anxiety.</p> <p>School counsellor in school x1 weekly, 80% of children seen were PPG.</p> <p>Kick mentor in x1 weekly, 75% of pupils seen were PPG.</p> <p>CV19 – Data not available due to pandemic.</p>	<p><b>Next steps:</b></p> <p>Wellbeing is going to need to be a focus for the children return to school.</p> <p>-EPS service used to support wellbeing transition for children and staff</p> <p>-CWS used to support parents with wellbeing, anxiety and extreme behaviour</p> <p>-EHS used to support parents with informative workshops</p> <p>-EPS used to conduct coffee mornings to provide support for families and staff.</p>

	<p>✓ For the children to feel more secure about their sporting ability and more likely to take risks.</p> <p>EPS:</p> <ul style="list-style-type: none"> <li>-Provide bespoke support for specific children</li> <li>-In-school staff and parent training</li> <li>-Teacher consultation and support</li> </ul>		
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Greater monitoring and tracking of vulnerable PPPG	<ul style="list-style-type: none"> <li>-SLT role devoted to monitoring of PPPG children</li> <li>-Termly meetings with Inclusion Manager to inform the provision map.</li> </ul>	<ul style="list-style-type: none"> <li>- Termly data compiled and used to identify key children.</li> <li>- Target tracker data and formative discussions used to determine focus children.</li> <li>- Intervention targeted accordingly.</li> <li>- All interventions led and coordinated as per the provision map.</li> </ul>	<p>Autumn and Spring 1 PPPG data capture indicated that this will still need to be a focus during 20-21.</p> <p><b>Next steps:</b></p>

	<p>-Data focus in pupil progress meetings.</p> <p>-Intervention provided, and targeted, for PPPG who are need further support.</p>	<ul style="list-style-type: none"> <li>- Half-termly feedback given to class teacher re progress and next steps.</li> <li>- Data cycle conducted half-termly.</li> </ul> <p>CV19 – Data not available due to pandemic.</p>	<p>School SDP, so that this is made a priority whole school priority.</p>
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Pupil Premium Strategy 2021-21:					
Summary information					
<b>School</b>	Hampton Junior School				
<b>Academic Year</b>	2020-21	<b>Total PP budget (allocated April 2020 – March 2021)</b>	£82,666	<b>Date of most recent PP Review</b>	July 2020
<b>Total number of pupils</b>	402	<b>Number of pupils eligible for PP</b>	60	<b>Date for next internal review of this strategy</b>	July 2021

Due to school closures, we have no end of KS2 data to include on our strategy for 2021-21. However, we are planning to continue our support for our PPG students based on successes up to March 2019. We will keep promoting high quality teaching for all pupils, providing individual and targeted support for those who need it (in class and through specific interventions, such as Catch up Literacy and Phonics-focused work). Our Inclusion lead, PPG lead teacher and parent support advisor (PSA), will continue to work closely with our PPG families, maintaining our attendance/punctuality figures. Mental well-being will continue to be a high priority for all our children and families, through our social, emotional and mental health provision outlined below.

Our PPG strategy is based on the Educational Endowment Fund’s (EEF) tiered approach, which is broken into three primary categories of spending:

- Quality First Teaching (professional development for all staff in supporting pupil premium children in class and across the whole school)
- Targeted Academic Support (for example interventions and one-to-one support)
- Wider strategies (for example behaviour approaches, breakfast clubs, attendance, clubs)

The tiered approach is indicated throughout the subsequent document.

<b>1. Barriers to future attainment</b>
<b>In-school barriers</b>
Maths attainment for PPPG
Reading and writing attainment for PPPG
To provide support for pupils and staff including mental health and well-being.
To ensure that parents have access to the appropriate support to manage their children’s needs.

<b>2. Desired outcomes</b>	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

To ensure that maths attainment at end of key stage 2, for the PPPG pupils, is in line with peers.	Year 6 PPPG achieve expected level of progress in reading, writing and maths Year 6 PPPG achieve the expected standard in reading, writing and maths
To ensure that reading at end of key stage 2, for the PPPG pupils, is in line with peers.	Year 6 PPPG achieve expected level of progress in reading, writing and maths Year 6 PPPG achieve the expected standard in reading, writing and maths
To provide support for pupils and staff including mental health and well-being.	Surveys of pupils show a positive understand of emotions and how these can be understood to help you to work out what to do next.  Surveys of staff, attending training, feel an increased level of understanding.  Pupils accessing support from the school counsellor Staff accessing support from the EHS re pupils in their class
To ensure that parents have access to the appropriate support to manage their children's needs.	Surveys of parents, attending training, feel an increased level of understanding. Weekly feedback from PSA indicating support and assessment evidencing progress. An increase in parental engagement from hard to reach families A change in parental practice with some children (e.g. reading increases)

Planned Expenditure				
EEF tiered approach:	Chosen action / approach	COST	Rational for spend / evidence	How will you ensure that this is implemented well?
Quality First Teaching  Targeted Academic Support Wider strategies	Additional Maths Teacher	£15,000	<ul style="list-style-type: none"> <li>✓ Previously this smaller maths set has only been in Year 6. However, the EEF toolkit acknowledges the benefit of earlier interventions and that: 'In most studies, the impact on attainment (through intervention) tends to reduce over time'. Therefore, indicating that earlier interventions will have a greater impact.</li> <li>✓ EEF toolkits identifies that groups smaller than 15 have a greater impact. This group will be less than 15. The teacher is able to adapt their teacher and therefore children change their learning behaviour.</li> <li>✓ A small groups of pupils to be identified from current data to allow for personalised planning and assessment allowing for greater feedback and reinforcement.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Current in house tracking data used to identify key children</li> <li>✓ Target tracker statements used to identify key gaps in learning.</li> <li>✓ Previous assessments used to identify misconceptions</li> <li>✓ Children to work with the adult 4 times per week for 60 mins.</li> <li>✓ Feedback given to class teacher regularly</li> </ul>
Wider strategies	Inclusion Manager	£6,200	<ul style="list-style-type: none"> <li>✓ This will be a specific project in which the PPG lead will focus on raising standards in writing across the school.</li> </ul>	<ul style="list-style-type: none"> <li>✓ IM to liaise with staff re required intervention</li> </ul>

			<ul style="list-style-type: none"> <li>✓ Identifying needs by analysing data, researching effective programmes/strategies and then developing a strategic action plan.</li> <li>✓ This will need to be monitored and the impact will be assessed using a baseline assessment and further assessments on progress.</li> <li>✓ CPD for staff to support writing standards.</li> <li>✓ It has been identifying that having a specific person/people to monitor spend; track progress and determine intervention enables the PPG budget to be needs spent. The Education Endowment Foundation's (EEF), which together with the Sutton Trust published the report <a href="#">Pupil Premium: Next Steps</a> (pdf), senior analyst James Richardson says that in order to enable effective use of the budget, school staff need to develop their skills in three essential areas: interpreting pupil data, examining the evidence on what interventions have been shown to work and evaluating the results of pupil premium spending in their school through working with the school governor.</li> <li>✓ OFSTED identified that the best practice, when using the PPG budget, is done through schools allocating their best teachers to teach intervention groups to improve mathematics and English.</li> <li>✓ OFSTED identified that where schools spent the Pupil Premium funding successfully to improve achievement, they ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Using formative and summative data, IM will ensure provision is put in place to support pupils</li> <li>✓ Interventions will be tracked termly</li> <li>✓ Interventions changed/amended accordingly</li> </ul>
Targeted Academic Support	Literacy Intervention Teachers	£24,000	<ul style="list-style-type: none"> <li>✓ EEF toolkit states that small group tuition is effective and the smaller the group the better, Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</li> <li>✓ To enable the children to make progress with more personalised provision; reviewing basic skills and resulting in more sound understanding.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Current in house tracking data used to identify key children</li> <li>✓ Target tracker statements used to identify key gaps in learning.</li> <li>✓ Previous assessments used to identify misconceptions</li> <li>✓ Children to work with the adult 4 times per week for 60 mins.</li> <li>✓ Feedback given to class teacher regularly</li> </ul>



			<ul style="list-style-type: none"> <li>✓ EEF states that: ‘Reducing class size appears to result in around 3 months additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. However, overall the evidence does not show particularly large or clear effects, until class size is reduced substantially, such as to fewer than 20 or even 15 pupils’.</li> </ul>	
Targeted Academic Support	LSA intervention support	£3,100	<ul style="list-style-type: none"> <li>✓ EEF toolkits identifies that Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. Short, regular sessions (about 30 minutes, three–five times a week) over a set period of time (6–12 weeks) appear to result in optimum impact.</li> <li>✓ This intervention is based on rigorous academic research and is targeted to the needs of individual learners. They involve 15-minute individual sessions delivered twice a week by teaching assistants, teachers or mentors. As a result of this intervention research has shown that: <ul style="list-style-type: none"> <li>✓ Children achieve double the normal rate of progress in their Reading.</li> <li>✓ It improves learners' confidence, behaviour, and engagement with the whole curriculum</li> </ul> </li> <li>✓ Catch Up<sup>®</sup> Literacy is a book-based reading intervention which enables struggling readers to achieve more than double the progress of typically developing readers.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Current in house tracking data used to identify key children</li> <li>✓ Target tracker statements used to identify key gaps in learning.</li> <li>✓ Previous assessments used to identify misconceptions</li> <li>✓ Children to work with the adult 2 times per week for 15 mins.</li> <li>✓ Feedback given to class teacher, parents and children regularly.</li> <li>✓ Assessment completed half-termly/termly to determine progress</li> <li>✓ Lead teacher/s to take an active role in monitoring interventions</li> </ul>
Targeted Academic Support	Beanstalk Readers	£1,926	<ul style="list-style-type: none"> <li>✓ To support the development of basic reading and comprehension skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Current in house tracking data used to identify key children</li> </ul>

			<ul style="list-style-type: none"> <li>✓ This support provides children with an adult that they will read regularly with.</li> <li>✓ To deliver the 'paired reading' intervention, research has shown that paired reading schemes: <ul style="list-style-type: none"> <li>• Improved reading attainment – decoding and comprehension of words and text</li> <li>• Increased confidence and enjoyment of reading</li> <li>• Improved attitudes to reading for pleasure and increased amount of reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Target tracker statements used to identify key gaps in learning.</li> <li>✓ Previous assessments used to identify misconceptions</li> <li>✓ Children to work with the adult 4 times per week for 60 mins.</li> <li>✓ Feedback given to class teacher regularly</li> </ul>
Targeted Academic Support	Maths Breakfast club	£3,400	<ul style="list-style-type: none"> <li>✓ To support the development of basic number and calculation skills</li> <li>✓ NFER's research identified that small group additional teaching was seen as one of the most effective ways of adding value.</li> <li>✓ EEF reported that: 'breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and math results by the equivalent of two months' progress over the course of a year.'</li> <li>✓ Furthermore, it was identified that results suggest that for pupils in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment</li> </ul>	<ul style="list-style-type: none"> <li>✓ PPG lead to identify the most suitable LSA's to run the provision.</li> <li>✓ Support / training provided so that there is a clear system to follow which is repetitive and runs 3 times per week.</li> <li>✓ Identify 5 children from data keeping size of group small for effect (EEF recommendation)</li> <li>✓ Provide suitable programme to follow (Power of 2)</li> <li>✓ Data analysed to determine where support would be best direct to impact on progress.</li> </ul>
Wider strategies	School counsellor	£8,200	<ul style="list-style-type: none"> <li>✓ Assessments taken over the last 3 years have shown a positive impact on pupils seeing the counsellor. Teaching staff and parents have also commented on the great value that this provides their children.</li> <li>✓ To support pupils social and emotional development ensuring that they feel safe, secure and able to talk about any concern they may have</li> <li>✓ Public Health England published a report for head teachers and school staff outlining the link between pupil health and wellbeing and attainment:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/</a> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Raise awareness of counselling with staff</li> <li>✓ Ensure leaflets are available in the office</li> <li>✓ Regular review meeting with counsellor</li> </ul>

			<p><a href="#">HT_briefing_layoutvFINALvii.pdf</a></p> <ul style="list-style-type: none"> <li>✓ It has been identified that learning social and emotional skills can have a positive impact on pupil attainment. Emotions can support or impede pupils' learning, their academic engagement, work ethic, commitment, and ultimate school success. A number of specific social and emotional competencies have positive effects on academic achievement: <ul style="list-style-type: none"> <li>• pupils who are confident about their learning and who have a 'growth mind-set' (they believe their most basic abilities can be developed through dedication and hard work) persist when faced with challenges</li> <li>• pupils who can set goals, manage stress and organise their school work achieve higher grades</li> <li>• pupils who use problem-solving skills to overcome obstacles do better academically</li> </ul> </li> <li>✓ OFSTED has identified a strong correlation between schools that achieved a high grade for personal, social, health and economic education (PSHE) and those that were graded outstanding for overall effectiveness.</li> </ul> <p>Key evidence</p> <ul style="list-style-type: none"> <li>• an 11% boost in results in standardised achievement tests has been linked to school programmes that directly improve pupils' social and emotional learning</li> <li>• whole-school approaches to social and emotional learning, universally implemented for all pupils, strongly correlate with higher attainment</li> </ul>	
<p>Quality First Teaching</p> <p>Targeted Academic Support</p>	Additional Educational Psychologist	£4,095	<ul style="list-style-type: none"> <li>✓ It is projected that, in Key Stage Two, 50% of our children who will need support via the Educational Psychology Service will be PPG.</li> <li>✓ An educational psychologist (EP) is used to support children who may present with a variety additional needs. We will use this service in a variety of ways: <ul style="list-style-type: none"> <li>-To support families who may need further advice at home to support their children.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ EP used for continuous staff development through delivering insets and supporting intervention</li> <li>✓ EP used for liaison with the school Inclusion Manager to action plan next steps and children and determine appropriate action/s.</li> </ul>

Wider strategies			<p>- To conducts assessment to determine a child's area of SEN.</p> <p>-To provide guidance to teaching and support staff around strategies to support specific children.</p> <p>-To deliver interventions to target specific children's needs.</p>	<ul style="list-style-type: none"> <li>✓ EP used to meet with parents and discuss needs and supportive actions.</li> <li>✓ EP to conduct assessments, when appropriate, and use these to determine needs and further support necessary.</li> <li>✓ EP used to conduct training with PPG parents; guiding them around support which can be delivered at home</li> </ul>
Wider strategies	Emotional Health Service	£1,400	<ul style="list-style-type: none"> <li>✓ Working to deliver therapy and support children to work through challenges and difficulties.</li> <li>✓ Public Health England published a report for head teachers and school staff outlining the link between pupil health and wellbeing and attainment:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</a></li> <li>✓ It has been identified that learning social and emotional skills can have a positive impact on pupil attainment. Emotions can support or impede pupils' learning, their academic engagement, work ethic, commitment, and ultimate school success. A number of specific social and emotional competencies have positive effects on academic achievement: <ul style="list-style-type: none"> <li>• pupils who are confident about their learning and who have a 'growth mind-set' (they believe their most basic abilities can be developed through dedication and hard work) persist when faced with challenges</li> <li>• pupils who can set goals, manage stress and organise their school work achieve higher grades</li> <li>• pupils who use problem-solving skills to overcome obstacles do better academically</li> </ul> </li> <li>✓ OFSTED has identified a strong correlation between schools that achieved a high grade for personal, social, health and economic education (PSHE) and</li> </ul>	<ul style="list-style-type: none"> <li>✓ To ensure that class teachers have an opportunity to liaise with the SENCO around appropriate children for this intervention.</li> <li>✓ Ensure a dialogue is maintained between the EHS team and the school.</li> <li>✓ Ensure a dialogue is maintained between the pupil and the SENCO to ensure success.</li> <li>✓ Ensure a dialogue is maintained between the EHS team and parents to ensure that the intervention is as successful as possible.</li> </ul>

			<p>those that were graded outstanding for overall effectiveness.</p> <p>Key evidence</p> <ul style="list-style-type: none"> <li>• an 11% boost in results in standardised achievement tests has been linked to school programmes that directly improve pupils' social and emotional learning</li> <li>• whole-school approaches to social and emotional learning, universally implemented for all pupils, strongly correlate with higher attainment</li> </ul>	
Wider strategies	Children's Wellbeing Practitioner	£2,500	<ul style="list-style-type: none"> <li>✓ Supporting the 'whole child' is equally as important as specific intervention and may help to may ongoing gains more systemic.</li> <li>✓ EEF identify that there is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Inclusion Manager to meet with CWP to determine appropriate families.</li> <li>✓ Check-in meetings weekly to determine progress.</li> <li>✓ Review meeting at end of 10-sessions.</li> <li>✓ Team to determine next steps with families.</li> <li>✓ Progress sustained overtime.</li> </ul>
Wider strategies	Parent Support Advisor	£7,824	<ul style="list-style-type: none"> <li>✓ Supporting the 'whole child' and family is equally as important as specific intervention and may help to may ongoing gains more systemic.</li> <li>✓ EEF identify wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Role initiated and support through ELT and Inclusion manager</li> <li>✓ PSA has time to liaise to agencies and ensure they understand the local offer</li> <li>✓ PSA to support families with attendance, medical appointments, transition, meetings etc.</li> <li>✓ PSA to liaise with ELT regularly regarding role and progress.</li> </ul>
Wider strategies	Financial support and curriculum enrichment	£4,943	<ul style="list-style-type: none"> <li>✓ To ensure all pupils have equal opportunity to attend visits, music classes and other school events.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children are able to access opportunities which would otherwise be unavailable to them; broadening their experiences.</li> </ul>

				✓ Improved confidence and engagement in curriculum activities.
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