

# Pupil Premium Strategy Statement Forest Way School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Forest Way School
Number of pupils in school	273
Proportion (%) of pupil premium eligible pupils	39.47% (based on 228 pupils within pupil premium age range)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021 Reviewed and republished September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Gail Seaton, Headteacher
Pupil premium lead	Jacqui Garton
Governor / Trustee lead	James Shanley

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,765
Recovery premium funding allocation this academic year	£16,095
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p><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</p>	<p>£98,860</p>
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## Part A: Pupil Premium Strategy Plan

### Statement of Intent

Our aim is to use the pupil premium funding to support our pupils to achieve and sustain the highest possible outcomes. All our pupils and young people have Education Health Care Plans, so whilst our strategy is focussed on supporting those pupils that are in receipt of pupil premium funding, it will benefit all pupils when it is spent on a whole school approach.

At the heart of our strategy is the individualised identification of barriers to learning and targeted support. We use our 'basket of indicators' to accurately identify where the support is required.

For our pupils at Forest Way we feel it is appropriate to take an evidence supported, holistic approach. Many of our pupils who receive Pupil Premium funding need support with emotional well-being, communication, physical development as well as literacy and numeracy.

### Challenges

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

Challenge number	Detail of challenge
1	<p>Teacher assessment has identified emotional wellbeing as being a targeted barrier to learning for 33% of our pupil premium pupils and behaviour as the targeted barrier to learning for a further 13%. Emotional wellbeing skills are also significantly lower for a large portion of pupils across the wider school as a result of pupils' special educational needs. Many have difficulties regulating their behaviour. They have low self-esteem with many pupils having previous negative experiences of school.</p>
2	<p>Communication, social, interaction and engagement skills are significantly lower for the majority of pupils (PP and no PP) as a result of pupils' special educational needs. Teacher assessment has identified communication as the targeted barrier to learning for 31% of our pupil premium pupils with an additional 15% for whom social interaction has</p>

	<p>been identified as the targeted barrier. Pupils have a range of communication and interaction needs, including being non-verbal, needing to use Makaton and speech output devices. Many have difficulties in following instructions and processing information.</p>
3	<p>Assessment data has shown that progress for pupil premium pupils is very good in all of the subjects, on average 95%+. This is better than non-pupil premium pupils in all subjects. However, pupil premium and FSM pupils progress in writing is at least 8% lower than all other subjects. Literacy skills are significantly lower than age expected levels for all pupils (PP and non-PP) as a result of pupils' special education needs. Many pupils have difficulty with their fine and gross motor skills. Many are also unable to transfer skill and concepts to their everyday experiences.</p>
4	<p>Assessment data has shown that progress for pupil premium pupils is very good in all of the subjects, on average 95%+. This is better than non-pupil premium pupils in all subjects. However, numeracy skills are significantly lower than age expected levels for all pupils (PP and non-PP) as a result of pupils' special educational needs.</p>
5	<p>Physical development (fine and gross motor) skills are significantly lower for the majority of pupils (PP and not PP eligible) as a result of pupils' special educational needs. This has been identified as the targeted barrier to learning for 2% of our pupils by teacher assessment.</p>
6	<p>Parental involvement can more difficult because geographically our pupils are part of a wide catchment area and many are transported to and from school by county transport. We also appreciate the challenges faced by our parents.</p>
7	<p>Staff in our school have an immense knowledge and understanding of our young people and work with each individual to ensure they feel safe and happy in school and make the best possible progress. As such, it is imperative that we do all we can to retain the skills, knowledge and experience that our staff hold to ensure consistency of care and the best possible outcomes for our pupils. It is also important that staff have ongoing CPD, based on the latest research, and the opportunity to share expertise and best practice across the school to ensure skills are maintained and kept up to date.</p>

## 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
<p>Improve emotional and wellbeing skills of pupils eligible for pupil premium.</p>	<p>Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points capabilities and special educational needs) by the end of the year so that all pupils eligible for pupil premium make progress as demonstrated through their basket of indicators.</p> <p>Recorded behaviour incidents will reduce.</p> <p>Pupils will have made progress in managing their emotion and understanding why they feel the way they do. Teachers will report improved wellbeing of pupils and greater engagement in learning activities.</p> <p>Staff will have tools available through therapies to support the pupils.</p>
<p>Improve literacy (reading and writing) skills of pupils eligible for pupil premium.</p>	<p>Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points capabilities and special educational needs) by the end of the year so that all pupils eligible for pupil premium make progress as demonstrated through their basket of indicators.</p>

<p>Improve social and communication (speaking and listening) skills of pupils eligible for pupil premium.</p>	<p>Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points capabilities and special educational needs) by the end of the year so that all pupils eligible for pupil premium make progress as demonstrated through their basket of indicators.</p> <p>Pupils will be able to make and sustain positive friendships.</p> <p>Pupils will be able to make choices and communicate their needs.</p>
<p>Improve numeracy skills of pupils eligible for pupil premium.</p>	<p>Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points capabilities and special educational needs) by the end of the year so that all pupils eligible for pupil premium make progress as demonstrated through their basket of indicators.</p>
<p>Improve physical development (fine and gross motor) skills of pupils eligible for pupil premium.</p>	<p>Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points capabilities and special educational needs) by the end of the year so that all pupils eligible for pupil premium make progress as demonstrated through their basket of indicators, with a particular focus on physical education.</p>
<p>Improve parental involvement in the health, behaviour and communication of pupils eligible for pupil premium.</p>	<p>All parents to be actively involved in their son/daughter's learning, emotional wellbeing, health and behaviour support resulting in improved pupil outcomes. This includes being involved in contributing to EHCP document and writing EHCP outcomes.</p>

Improve staff wellbeing.	Staff to show increased reported levels of wellbeing in annual wellbeing surveys. A reduction in staff turnover to be seen across the academic year meaning experienced and skilled staff are retained. Evidence staff having attended CPD events and shared expertise/resources.
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## Activity in this Academic Year

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

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

Budgeted cost: **£49,430**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for staff ‘Behaviour Can Change’ – staff to understand the wider reasons for behaviour, strategies to support behaviour, and recording of behaviour.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.</p> <p>The interventions themselves can be split into three broad categories:</p> <ol style="list-style-type: none"> <li>1. Whole school positive ethos.</li> <li>2. Individual strategies to support pupils</li> <li>3. Wider strategies e.g. EDR, understanding behaviour.</li> </ol> <p>Our behaviour data is robust and we use this to analyse behaviour and see patterns of behaviour which allows us to set suitable interventions.</p> <p>The EEF have stated that, “When adopting behaviour interventions – whether targeted or universal --- it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.”</p>	<p>1, 2</p>
<p>PECS and AAC training for all staff leading to a greater understanding and ability to implement PECS support for early communication and then the move towards AAC devices.</p>	<p>Many studies documenting the effectiveness of PECS have been found to meet the evidence-based practice criteria. These studies provide documentation for supporting the Picture Exchange Communication System as an evidence-based practice.</p> <p><a href="https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/PECS_Complete.pdf">https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/PECS_Complete.pdf</a></p>	<p>2,3</p>

<p>Sensory processing CPD for all staff.</p>	<p>There is a wide range of research outlining the negative impact sensory processing difficulties have on pupils learning and that staff knowledge and resources can help reduce sensory impacts.</p> <p><i>For example:</i></p> <p><i>Distraction, distress and diversity: Exploring the impact of sensory processing differences on learning and school life for pupils with autism spectrum disorders, Jones et. al. 2020</i></p> <p><i>Performance Challenges for Children and Adolescents with Difficulty Processing and Integrating Sensory Information: A Systematic Review, Patten and Rudney 2010</i></p>	<p>1, 2, 3, 4</p>
<p>Phonics CPD for all staff to support early reading and spelling.</p>	<p>The EEF have found that there is very extensive evidence that phonics instruction has high impact for very low cost.</p>	<p>3</p>
<p>Review of summative assessment process for writing to ensure data gives an accurate picture of pupils' progress and understanding.</p>	<p>Lambeth Council in their 2013 study "Using Data to raise achievement: Good Practice in Schools" stated that "...one of the core elements of the schools' success in raising achievement is a robust focus on tracking and monitoring of individual progress and forensic use of assessment data for progress tracking, target setting and support for pupils slipping behind with targeted interventions."</p> <p>Kirkup et.al. 2005 found that the effective use of data can promote better teaching and learning through:</p> <ul style="list-style-type: none"> <li>• Challenging expectations of staff, pupils and parents</li> <li>• Transitions and transfers</li> <li>• Identification of pupils' achievements and setting of targets.</li> </ul>	<p>3</p>

<p>Maths CPD for all staff to support effective maths teaching across the school.</p>	<p>The evidence review of, “The effects of high-quality professional development on teachers and students,” by the Education Policy Institute (2020) found that:</p> <ul style="list-style-type: none"> <li>• High-quality CPD for teachers has a significant effect on pupils’ learning outcomes</li> <li>• Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</li> </ul> <p><a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a></p>	<p>4</p>
<p>PE CPD for all staff to support effective PE teaching across school and support pupils’ physical development.</p>	<p>Research has shown that participation in physical education has a range of benefits for young people with Special Educational Needs, including,</p> <ul style="list-style-type: none"> <li>• Improvement in gross motor skills</li> <li>• Obesity control</li> <li>• Improved self-esteem and social skills</li> <li>• Encouragement of an active lifestyle</li> <li>• Increased motivation in wider aspects of their lives.</li> </ul> <p><i>(Promoting the Participation of Children with Disabilities in Sports, Recreation, and Physical Activities, Nancy et.al. 2008)</i></p>	<p>5</p>
<p>Strategies to improve staff wellbeing – leading to greater retention of trained and experienced staff.</p>	<p>Detailed research into education staff wellbeing is limited but suggests the impact it can have on outcomes. One major report involving data collected from 246 primary and 182 secondary schools highlighted that staff wellbeing had a statistically significant impact on outcomes.</p> <p>Research from wider business and the NHS suggest that there is a causal link between staff wellbeing and performance outcomes and leads to a reduction in turnover, amongst having other benefits,</p> <p><a href="https://welbee.co.uk/wp-content/uploads/2021/07/wellbeing-evidence.pdf">https://welbee.co.uk/wp-content/uploads/2021/07/wellbeing-evidence.pdf</a></p>	<p>1, 2, 3, 4, 6</p>

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

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group work with SALT to support language and sentence structure as well as PECS to support children's communication.</p>	<p>Evidence shows that small group tuition is effective. Particularly with focused work around communication.</p> <p>The EEF have found that there is moderate evidence that small group tuition has moderate impact for low cost.</p> <p>Speech and Language Therapy is delivered by specialist therapist and supported by follow-up sessions with trained staff in classes. The work is in line with the government's 'What Works': Interventions for children and young people with speech, language and communication needs.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/556912/DFE-RR247-BCRP10.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/556912/DFE-RR247-BCRP10.pdf</a></p> <p>Many studies documenting the effectiveness of PECS have been found to meet the evidence-based practice criteria. These studies provide documentation for supporting the Picture Exchange Communication System as an evidence-based practice.</p> <p><a href="https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/PECS_Complete.pdf">https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/PECS_Complete.pdf</a></p>	<p>3</p>
<p>ELSA</p>	<p>Social and emotional learning (SEL) interventions 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. The EEF found that, "Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year." They also stated that, "Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment."</p> <p>There is a growing evidence base to show that ELSA is effective in relation to the following outcomes:</p> <ul style="list-style-type: none"> <li>• Self-efficacy beliefs</li> </ul>	<p>1, 2, 3</p>

	<ul style="list-style-type: none"> <li>• Development of emotional literacy</li> <li>• Emotional wellbeing</li> <li>• Academic progress</li> <li>• Parental engagement</li> </ul> <p><a href="https://www.elsanetwork.org/elsa-network/">https://www.elsanetwork.org/elsa-network/</a></p>	
Numeracy 1:1 support	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>All our Teaching Assistants are deployed in a targeted manner to support individuals or small groups.</p> <p>The EEF have found that there is moderate evidence that Teaching Assistant Interventions have moderate impact based on moderate cost.</p>	4

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

Budgeted cost: £24,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
PE specific interventions <ul style="list-style-type: none"> <li>• Bikeability</li> <li>• Wellbeing trips</li> <li>• Sports festivals</li> </ul>	<p>Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise.</p> <p>This might be through organised after school activities or a programme organised by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as Sports clubs, drama, and forest schools.</p> <p>Research has shown that participation in physical education has a range of benefits for young people with Special Educational Needs, including,</p> <ul style="list-style-type: none"> <li>• Improvement in gross motor skills</li> <li>• Obesity control</li> <li>• Improved self-esteem and social skills</li> <li>• Encouragement of an active lifestyle</li> <li>• Increased motivation in wider aspects of their lives.</li> </ul> <p><i>(Promoting the Participation of Children with Disabilities in Sports, Recreation, and Physical Activities, Nancy et.al. 2008)</i></p>	1, 5

<p>Lego therapy.</p>	<p>Lego-based therapy (LeGoff et al 2014) is an evidence-based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving. In addition, the EEF has found that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p><a href="https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot#:~:text=Lego%2Dbased%20therapy%20(LeGoff%20et,using%20names%20and%20problem%2Dsolving.">https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot#:~:text=Lego%2Dbased%20therapy%20(LeGoff%20et,using%20names%20and%20problem%2Dsolving.</a></p>	<p>1, 2</p>
<p>To enhance wellbeing for specific pupils</p> <ul style="list-style-type: none"> <li>• Music Therapy</li> <li>• Bespoke behaviour support</li> <li>• Small well-being groups</li> <li>• Lunch time clubs</li> </ul>	<p>Social and emotional learning (SEL) interventions 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. The EEF found that, "Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year." They also stated that, "Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment."</p> <p>Music Therapy is listed as an Evidence-Based Practice for children with Autism Spectrum Disorder</p> <p><a href="https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf">https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf</a></p>	<p>1, 2, 6</p>

<p>Parental Support for communication:</p> <ul style="list-style-type: none"> <li>• Makaton training</li> <li>• Behaviour interventions</li> <li>• Communication support e.g. Social stories and visual strips</li> </ul>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic and holistic learning.</p> <p>Strategies shared with parents to ensure a consistent approach both at home and in school.</p> <p>The EEF have found that there is extensive evidence that parental engagement has moderate impact for very low cost.</p>	<p>6</p>
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**Total budgeted cost: £98,860**

## 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 **2021-2022** academic year.

Intervention	Intended outcomes /Enhancing learning	Impact measure
CPD for staff - Behaviour can change	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.</p> <p>The interventions themselves can be split into three broad categories:</p> <ol style="list-style-type: none"> <li>1 Whole school positive ethos</li> <li>2. Individual strategies to support pupils</li> <li>3. Wider strategies e.g. EDR, understanding behaviour.</li> </ol> <p>Our behaviour data is robust and we use this to analyse behaviour and see patterns of behaviour which allows us to set suitable interventions.</p>	<p>Staff have reported greater confidence in dealing with and preventing challenging behaviour.</p> <p>Instances of logged challenging behaviour has reduced for many children indicating effective preventative strategies being used.</p> <p>Attention Autism sessions are now delivered regularly to identified groups of pupils. Teacher feedback shows that this has led to an improvement in focus and ability to engage in learning activities.</p>
CPD for staff - Sensory curriculum training	<p>All staff to be fully aware of and applying the new sensory curriculum and understand the engagement model which underpins it.</p>	<p>All sensory pupils are now learning in line with the sensory curriculum and the engagement profile. Their progress is measured against the engagement profile, which is allowing better tracking of their progress and a more targeted approach to their needs in lessons.</p>
CPD for staff - Attention Autism training	<p>Pupils engaged in learning</p> <p>Specific technique to engage pupils with autism</p>	<p>Pupils with higher support needs are engaged in learning.</p> <p>Pupils are showing greater anticipation and concentration across all learning.</p> <p>Progress shown against the Engagement Profile.</p>

ELSA	Pupils well being supported.  Opportunity to talk and develop their emotional literacy and response to situations.	Teacher feedback shows that pupils are better able to respond to situations they find challenging. They are engaging better in lessons and behaviour incidences are reduced.
SALT and PECS	Focused individual and small group work to enhance pupils' communication skills.	Children receiving SALT support have shown progress with their communication reported in their SALT and annual reviews.
Numeracy 1:1 support	Focused individual and small group work to enhance pupils' numeracy skills.	Assessment data has shown that progress for pupil premium pupils is very good in all of the subjects, on average 95%+.
Music Therapy	Engagement in lessons  Expressing and understanding emotions	Pupils in the Den are focused in lessons.  Pupils have identified and written songs about their feelings  Self-esteem has improved which has led to greater engagement in lessons.
PE Specific and Wellbeing Interventions - Bikeability - Wellbeing trips - Sports festivals	Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise.	Teachers' feedback indicates an improvement in confidence and social skills in those pupils accessing the PE interventions.
Lego therapy training.	Staff will be trained in Lego therapy ready to roll it out across school in the 2022/23 academic year.	There is now a team of 17 trained Lego Therapy staff across school and a programme of Lego therapy is beginning in Autumn term 2022.
Parental support and training for communication.	Strategies shared with parents to ensure a consistent approach both at home and in school.	Several parent Makaton training sessions have been delivered throughout the year.  A range of social stories, symbols and communication assistance has been provided to families to align approaches to those used in school.

Throughout the year, the Pupil Premium funding has been used to target identified barriers to our pupils' learning, both for Pupil Premium pupils individually and as a wider school. Examples of the impact of the use of our Pupil Premium funding can be seen in the following areas:

**Behaviour** – as well as the staff training outlined above, individual work with pupils with identified behavioural difficulties and barriers has resulted in pupils being more settled, both in school and at home. The school's Behaviour Manager has worked with parents to help them with their son or daughter's behaviour at home, which has also seen a positive effect on the pupils' behaviour at school.

**Emotional wellbeing** – in addition to the ELSA support described above, pupils have been given 1:1 time to discuss their emotions to better understand these and develop strategies to deal with them.

**Communication** – Provision of communication aids and support to those children for whom communication has been identified as a barrier has continued, alongside 1:1 support for key pupils. This targeted approach has led to the pupils having much more confidence in using the aids available to them and making good progress in being able to communicate their wants and needs. In addition, small, adult led, communication groups have been run encouraging pupils to talk with their peers about things in their lives and has led to these pupils being more willing to communicate in different situations outside of these groups. The school's Communication Manager continues to work with pupils, parents and staff teams to support communication and behaviour through advice, training, and provision of communication aids such as PECS books, communication books, symbols and social stories.

**Careers development** – work has been carried out with targeted pupils for whom aspirations has been identified as a target. Teacher reports show an increased interest and enthusiasm for the careers discussed.

Pupils have also participated in a range of sporting activities and events throughout the year. This includes events specifically aimed at pupils with additional educational needs as well as all ability events. Many of the events have been arranged through the North West Leicestershire School Sports Partnership, of which we are a member. In addition to this, we have worked with other organisations, such as Motiv8 Academy and Bikeability, as well as provided in house after school sports clubs, activities and visits.

Pupils have been encouraged to attend sports activities for a range of reasons. Where confidence has been identified as a barrier to a pupil's progress, participation in events and being part of the school's spot council has shown improvements in this. It has also improved pupils' social interaction skills and physical development. Pupils have also been encouraged to participate where it has been identified that sport is a particular strength to build on. For example, one of our Pupil Premium Primary pupils has this year been identified on the G&T register for the first time, a KS3 Pupil Premium pupil won a bronze medal at the athletics school games, and three of our Pupil Premium pupils are undertaking the Level 1 sports leader qualification. Pupil premium funding has also been used to encourage participation in sports by providing clothing and equipment such as trainers and swimwear.

## Externally Provided Programmes

Programme	Provider
Attention Autism training Speech and Language Therapy	Leicestershire Partnership NHS Trust
Lego Therapy training	Tania Wagstaff The Autism Specialists
Music Therapy	Neil Eaves Music Therapist - State-registered with the Health and Care Professions Council (AS02020)
Martial arts training	Motiv8
Bikeability training and award	Leicestershire Council Safe & Sustainable Travel Team
Sports events	North West Leicestershire Schools Sports Partnership