



UST

University Schools Trust

the constellation

**St Paul's Way Foundation
School**

**Covid-19 Catch Up
Premium Plan**

2021-2022



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UNIVERSITY SCHOOLS TRUST

1. VISION and MISSION





2. GRADUATE SKILLS



SCHOOL IMPROVEMENT PLAN CYCLE

Disadvantage	<ul style="list-style-type: none"> Mile End in national 5% most deprived boroughs. 41% of students entitled to PP support 																
		Nursery		Reception		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Disadvantage	1	3%	11	19%	25	42%	18	32%	25	47%	35	59%	33	57%	19	68%
SEND	<ul style="list-style-type: none"> 55 / 13% SEND Support 12/ 3% EHCPs 																
Absence		Reception – Year 6				National											
	2018-2019	94.5%				95.5%											
	2019-2020	94.2%				95.1%											
	2020-2021	94.9%				95.3%											
Persistent Absence		Reception – Year 6				National*											
	2018-2019	13.28%				9.20%											
	2019-2020	15.66%				11.20%											
	2020-2021	11.80%				9.90%											
* National data for Autumn and Spring only																	
Last Ofsted inspection:	<ul style="list-style-type: none"> March 2013. Graded 'Outstanding' Issues for further improvement: "...discuss health topics from all angles exploiting links with university partners & the NHS" "Ensure all teachers meet students' needs by planning tasks at the right level... challenging & intervening...when necessary...Check students respond to comments...about their work" N.B. This inspection was completed prior to the opening of the Foundation School. 																
Changes since last inspection	<ul style="list-style-type: none"> 2014: SPWT opens its Primary provision, 'St Paul's Way Foundation School', and becomes an all-through school. Initially this is housed in temporary accommodation 2016: Clare Lynam is appointed as substantive Headteacher of the Foundation School 2016: SPWT becomes UST academy & lead school. Grahame Price (former Exec Head) becomes UST CEO 2016: Phase 1 of the Foundation School building project is completed 2017: Phase 2 of the Foundation School building project is completed 2018: Phil Ackerman becomes Executive Head 																



	<ul style="list-style-type: none">• 2018: Phases 3, 4 and 5 of the Foundation School building project are completed• 2019: Gill Kemp becomes UST CEO• 2022: Siobhan Fehim is appointed as Head of School of the Foundation School.
Key Staffing areas of issue:	<ul style="list-style-type: none">• 2020-21 – The School has a higher number of ECTs than usual (3/14)• Autumn 2021 – DHT out of school for 6-12weeks for surgery and recovery time

4. Key Priorities

2020-21

Quality of Education:	Behaviour and Attitudes:
<p>Intent:</p> <ul style="list-style-type: none"> To ensure leaders construct a curriculum that is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life. <p>Implementation:</p> <ul style="list-style-type: none"> To ensure the work given to pupils draws on previous learning in order to consolidate, develop and extend the required skills and knowledge of a demanding curriculum. <p>Impact:</p> <ul style="list-style-type: none"> To ensure that all pupils, particularly the most disadvantaged and more able consistently achieve highly in order to fulfil their interests and aspirations for the future. 	<ul style="list-style-type: none"> To ensure all pupils have high attendance and are punctual, demonstrating commitment and positive attitudes to their learning. <p>Personal Development:</p> <ul style="list-style-type: none"> To ensure that children are active citizens within the school community.
Early Years:	Leadership and Management:
<ul style="list-style-type: none"> To ensure that children acquire a wide vocabulary, communicate effectively and acquire a knowledge of phonics giving them the foundations for future learning. 	<ul style="list-style-type: none"> To ensure that teachers' subject, pedagogical and pedagogical content knowledge consistently builds and develops over time, and translates into improvements in the teaching of the curriculum.

2021-22

Strategic Theme and Objectives		SLT Lead	Additional Resources	Additional Time	Risk Rating	Values
Taught Curriculum – Quality of Education						
1. To ensure that leaders maintain our curriculum that is ambitious and designed to give all pupils the knowledge, skills and cultural capital they need to succeed in life through embedding our knowledge rich curriculum, further developing oracy skills, and relaunching cultural experiences post covid-19.	Carried over	AHT – Curriculum (IM)	<ul style="list-style-type: none"> SALT increase by 0.5days Literacy texts External performances and workshops 	Teacher release for CPD	Medium	Aspiration
2. To ensure that the curriculum and learning are tailored to the specific needs of the pupils in our school community through: high quality challenge and scaffolding to support individual learning needs; and	New	DHT (SF)	<ul style="list-style-type: none"> SALT time Phoenix outreach Library texts 		Medium	Aspiration Community



the use of texts that reflect our diverse community, in line with the findings of our equalities review.						
3. To mitigate the impact of Covid-19 on the most disadvantaged pupils, so they consistently achieve highly in order to fulfil their interests and aspirations for the future , through careful tracking of data, focussed pupil progress meetings, targeted tutoring, whole school focus on oracy skills and mathematical fluency, and use of pupil premium funding (see pupil premium action plan).	New	AHT – Data (DH)	<ul style="list-style-type: none"> • O-track • Online tutoring • PP Grant 	Teacher release for PPMs	Medium	Aspiration
Co-Curriculum – Personal Development						
1. To mitigate the impact of Covid-19 on the most disadvantaged pupils, so they consistently achieve highly in order to fulfil their interests and aspirations for the future , through careful tracking of data, focussed pupil progress meetings, targeted tutoring, whole school focus on oracy skills and mathematical fluency, and use of pupil premium funding (see pupil premium action plan).	Carried Over	AHT – Curriculum (IM)	<ul style="list-style-type: none"> • External performances and workshops • Sports Premium 	Teacher release for sports competitions	Medium	Aspiration
Pupil Culture and Community – Behaviour and Attitudes						
1. To mitigate the impact of Covid-19 on the most disadvantaged pupils, so they consistently achieve highly in order to fulfil their interests and aspirations for the future , through careful tracking of data, focussed pupil progress meetings, targeted tutoring, whole school focus on oracy skills and mathematical fluency, and use of pupil premium funding (see pupil premium action plan).	New	AHT – Pastoral (AG)	<ul style="list-style-type: none"> • Online pupil surveys 		Low	Aspiration Integrity Community
2. To ensure that all stakeholders actively demonstrate their commitment towards the rights of our children , through Rights Respecting Schools Award, community responsibilities towards our children , through a programme of parental support, and enacting our school values .	New	AHT – Pastoral (AG)	<ul style="list-style-type: none"> • External workshops for parents • AWA 	Teacher release to lead parent workshops	Medium	Aspiration Integrity Community
Facilities Resources and Structures – Leadership and Management						
1. To embed the new leadership structure ensuring all members of the leadership teams consistently maintain our high expectations and a significant positive impact on pupil learning and wellbeing .	New	HT (CL)	<ul style="list-style-type: none"> • Training for leaders at different levels 	Teacher release for CPD and monitoring	Medium	Aspiration Integrity
2. To implement a clear breakdown of Primary School budget areas and distributed leadership of curriculum budgets	New	HT (CL)	<ul style="list-style-type: none"> • Training for leaders on software 		Medium	
Staff Culture and Professional Learning – Leadership and Management						
1. To create a professional learning culture in which <u>all</u> staff learn from and support their colleagues and are active leaders of learning , through the exploration of a peer support triads building to an instructional coaching model.	New	HT (CL)	<ul style="list-style-type: none"> • Cover for peer observations 	Teacher release for peer observations	Medium	Aspiration Community
2. To uphold the commitments of the Education Staff Well-being Charter	New	DHT (SF)			Medium	Community Integrity



5. Catch-Up Premium: What is it?

Schools have been allocated funding for specific activities to support their pupils' education recovery in line with the curriculum expectations in the actions for schools during the coronavirus outbreak guidance.

While schools can use their funding in a way that suits their cohort and circumstances, we are expected to use this funding for specific activities, which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils, as we know they have been most affected.

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students.

6. Who's eligible?

The followings settings are eligible:

- primary, secondary and all through local authority-maintained schools, academies and free schools
- local authority-maintained special schools
- special academies and free schools
- special schools not maintained by a local authority
- pupil referral units
- alternative provision (AP) academies and free schools
- local authority-maintained hospital schools and academies
- independent special schools

7. How and when will the funding be allocated?

Mainstream schools

School allocations are calculated on a per pupil basis. Mainstream schools will get £80 for each pupil from reception to year 11 inclusive, and funding is received in three instalments.

At St Paul's Way Foundation School we expect to receive £24,070 in total as Recovery Premium for the 2021-22 academic year.



8. How should we spend the funding?

It's up to us to decide:

- Which pupils need to access the support. Although we'll receive funding on a per pupil basis, we should use the sum available as a single total to prioritise support. There are no specific requirements for who to spend it on. We will need to identify pupils that will benefit most from the funding.
- The Education Endowment Foundation (EEF) has guidance on catch-up approaches we could choose, as well as a planning guide to help implement these catch-up strategies to ensure maximum impact.

School leaders must be able to show they are using the funding to support their pupils' educational recovery in line with the curriculum expectations in the actions for schools during the coronavirus outbreak guidance.

How will our use of the funding be scrutinised?

We'll be held to account for how we use the Recovery Premium funding in 2 ways:

1. Governor and trustee oversight

Governors or trustees will scrutinise plans for and use of catch-up and Recovery Premium funding.

They'll consider whether we're:

- Spending the funding in line with the school's catch-up priorities
- Being transparent with parents on the use of the funding

2. Ofsted visits

As part of routine Ofsted inspections, inspectors may discuss plans schools have to spend their catch-up premium funding.

How should we report on our spending of the catch-up premium?

We should publish details on our school website of:

- How you plan to spend the grant
- How you'll assess its impact on the educational attainment of your pupils

Details of the Recovery Premium is included within the Pupil Premium and Recovery Premium strategy on our website.

9. The broad aims for Catch Up at St Paul's Way Foundation School:

- The broad aims for catch-up at St Paul's Way Foundation School include supporting learners to make expected and accelerated progress in the curriculum, in order to 'catch up' on missed learning. Learners who would benefit most from this additional funding and support (including children who are disadvantaged and Pupil Premium)



have been identified across the school in all year groups through our Pupil Progress Meeting structure.

10. Catch Up at St Paul's Way Foundation School for all children means:

- Working through well sequenced and purposefully planned learning. For example, our medium term plans are being adapted to focus on missed objectives and consolidate the basic skills so that children can access the wider curriculum.
- Focus on consolidation of basic skills. The core skills which enable successful learning will require increased curriculum time across all year groups. *These include: handwriting, spelling of high frequency words, basic sentence punctuation, times tables recall, basic addition & subtraction fact recall and reading skills relevant to age.*
- Additional lesson time on core teaching. Reading, writing and maths teaching will require increased teaching time in order to cover missed learning – particularly in the autumn term. In order to keep a broad and balanced curriculum, some subject areas may be taught as blocked days rather than weekly lessons.
- Particular focus on early reading and phonics. This is always a focus in the school and will continue to be so in order to develop children's reading ability and vocabulary.
- Assessment of learning and of basic skills to identify major gaps. Teachers will work to identify gaps in learning and adapt teaching accordingly.
- Time spent on mental health, wellbeing and social skills development. This will be at the core of all catch up work as many children will have not been in formal school setting for a number of months and further periods of isolation will mean disrupted time in school for many children.
- Ensuring children have access to high-quality PE and sports opportunities, as we also saw children's PE attainment and physical fitness impacted by the pandemic.

For some children it means:

- Additional support and focus on basic skills. Supported by additional staffing or external resources utilising catch up premium – dependent on need as identified through ongoing assessment.
- Additional time to practise basic skills. This again will be dependent on need of children in order to re-establish good progress in the essential skills (phonics and reading, increasing vocabulary, writing and mathematics) and there will be flexibility on timetables to allow this.

11. Catch up at St Paul's Way Foundation School IS NOT:

- Cramming missed subject knowledge or content
- Pressuring children and families into rapid learning through additional work
- Teachers time spent highlighting missed objectives
- Teachers time spent ticking off assessment points and extra tracking

12. CoVID-19 Catch-Up Premium Action Plan

8.1 Summary



SUMMARY INFORMATION			
Total number of pupils Reception to Year 6 2020-2021:	378	Amount of catch-up premium received per pupil:	£80
Total catch-up premium budget 2020-2021:	£25, 280		
Catch-up premium budget from 2020-2021 carried over:	£11,898		

8.3 Strategy Statement

The priority for our school is on providing additional opportunities for developing basic skills in reading, phonics, spelling, writing and mathematics so that children can access the wider curriculum in a meaningful way. A school improvement priority is the focus on developing oracy skills for our children so that all children can articulate learning, ideas and understanding effectively. An additional school improvement priority is developing children's mathematical fluency. With the relaxing of COVID restrictions, we are also committed to ensuring a broader range of children's enrichment, and to further develop cultural capital and children's co-curriculum experiences.

Our curriculum map is under constant review to reflect the context of our school community and the wider world. Ensuring that children have access to the full range of curriculum subjects and experiences, we will prioritise the following areas in the short term to help children reach the Age Related Expectations for their years.

For all children:

We will ensure that accurate assessment of children's attainment informs medium and short term planning so that teaching is pitched correctly. Lessons are adapted swiftly and effectively so that the good pace of learning allows children to catch up on missed subject knowledge and understanding. The expectation that the application of knowledge and understanding is broadly in line with ARE (Age-Related Expectations) will benchmark assessment of attainment and achievement at each point in the school year. For all children, we are planning and organising cultural capital and enrichment experiences.

Priority 1

- Phonics catch up interventions for children in years Reception, Years 1,2 and 3

Priority 2

- Additional tutoring catch up across different year groups, including a focus on reading fluency and maths fluency, and provision of tutoring to support individual learners in Upper Key Stage 2, with areas covered identified through a diagnostic needs analysis.

Priority 3

- Increasing the number of enrichment and co-curriculum opportunities



Priority 4

- Increasing the amount of leadership support and curriculum leader support and capacity available to further develop teaching and learning strategies, and to further refine our curriculum map in light of COVID-Catch Up.

8.4 Barriers to Future Attainment

Academic barriers:

A	The significant majority of children enter school with starting points well below expected levels and very few children are achieving age related expectations at the start of nursery.
B	Due to the number of incidents of Covid-19 within the school community, individual children and groups of children have experienced significant breaks in school-based learning due to isolation and further school closure.
C	The impact of the prolonged pandemic on mental health and wellbeing for all groups in the school community is clearly evidenced but in different ways. This includes children, families and staff.

External barriers:

D	The school's mobility (number of children joining and leaving the school) is increased significantly in the period of the pandemic and shortly after. This is a concern as it varies from the longer-term pattern at the school.
E	A significant number of our pupils are entitled to Free School Meals, and other contextual indicators associated with educational underachievement suggest that many of our children are subject to considerable socio-economic disadvantage. The rate of FSM is more than double the national average. There is an increasing proportion of our EAL children being new to the country. 63% of the pupils speak English as an Additional Language. 48% of our pupils are Pupil Premium.
F	Access to technology to support remote learning has been limited for some children and families during times of school closure and isolation. Whilst this is not the case for all families, where there is already significant disadvantage, children are not able to access the full offer online.



8.5 Planned expenditure for current academic year

Quality of Teaching for All Children			
Action	Success criteria	Timescale And Review	Budget and Staff Lead



<ul style="list-style-type: none"> ● Review, evaluate and adapt the curriculum each half term through Medium Term Planning. Meet with subject leaders and year groups to clarify end of year expectations for both year group and subjects. ● Implement a remote learning curriculum for children who are not attending school due to self isolation, in line with government guidelines. ● Adapt the curriculum for remote learning to ensure key objectives, knowledge and skills are taught and accurate assessments are made. ● Adapt Knowledge Organisers for each theme (Y1-Y6) and support staff to implement. ● Continue to use O - Track formative assessment system across school, to further ensure children's learning needs are identified and acted upon. ● Analyse data, identify trends, track groups and challenge. Prepare for Pupil Progress Meetings termly, identify strengths and areas of need for each class. ● Promote opportunities outside the classroom and school as Educational Visits Coordinator. Particularly the opportunity for children to take virtual trips 	<ul style="list-style-type: none"> ● Outcomes over time across the curriculum are of a high quality and progression across year groups and subjects across school is evident. ● Children build on previous learning and make connections both within and across the curriculum. ● Children learning from home receive effective teaching and make at least good progress. All children meet their end of year expected targets. ● Children's knowledge is built up over time allowing them to apply this in a range of ways to develop their skills. ● Statutory assessments in EYFS, Year 1, Year 2, Year 4 and Year 6 are in line with Government and Local Authority requirements and are adhered to by all staff. ● Termly progress meetings are completed with minutes taken as evidence of actions. <p>With restrictions easing, ensure children get full access to enrichment and visits in line with our Enrichment Map.</p>	<p>Half Termly</p> <p>Fortnightly reviews</p> <p>Half Termly</p> <p>Half Termly</p> <p>Half Termly</p> <p>Termly</p>	<p>AHTs Curric/Asses £0</p> <p>Phase leaders £0</p> <p>AHTs Curric/Asses £0</p> <p>AHTs Curric/Asses s £0</p> <p>AHTs Curric/Asses s £0</p> <p>AHTs Curric/Asses s £0</p>
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<p>when real life visits cannot be experienced.</p> <ul style="list-style-type: none">● Continue to develop Enrichment Days and activities Support staff in planning opportunities to access year groups expectations. Develop Enrichment passports.● Work with Subject Leads to identify ways to enhance children's subject specific terminology by understanding the best ways to teach vocabulary – further release time for Subject Leaders to develop quality of T&L in their subjects.● Further develop maths mastery provision (including use of resources to further support remote teaching and catch up) with maths textbooks and increasing the number of mathematical manipulatives /concrete resources.	<p>Children to develop cultural capital and learn about world around them. Provides context for future learning including future oracy and literacy.</p>		<p>AHTs Curric/Asses s £0</p> <p>AHTs Curric/Subje ct Leaders</p>
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<ul style="list-style-type: none"> ● Pupil Progress Meetings will be held termly to identify barriers to learning where children are not making progress. If these are pastoral, then the appropriate resource will be allocated. ● Continued CPD for all staff on wellbeing and emotional health. Phase leaders and Pastoral team to consider needs when children return and plan as appropriate. ● Further develop reading across the curriculum including curriculum review and progression document, teacher CPD, and increasing reading resources and books available for children, including purposeful reading corners <ul style="list-style-type: none"> - Develop Instructional Coaching model to ensure all lessons take account of children's prior knowledge and promote accelerated rates of progress for pupils. - Develop CPD library and resources for teachers to further develop pedagogical knowledge. 		Termly	£0
		Autumn Term Then ongoing	AHTs Curric/Assess £0
		Spring 2 and Summer	AHTs Curric/Pastoral CC £1,000 for reading books.
			AHTs Curriculum £800
			£800
Total budgeted cost:			£2,600

Targeted Teaching for Some Children:

Action	Success criteria	Timescale	Budget and Staff Lead
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		And Review	
<ul style="list-style-type: none"> Interventions such as Snip, Power Maths are used for all year groups where gaps in knowledge and understanding are identified. (Reading and Mathematics.) Increase the number of interventions running in the Summer Term by increasing LSA capacity. 	<ul style="list-style-type: none"> Teaching and support staff are able to respond quickly where gaps are identified. Children are able to consolidate concepts which are not securely understood. 	Termly	AHTs Curric/Assess £0 Increased LSA time
<ul style="list-style-type: none"> Spelling intervention groups are established in KS1 and KS2 where HFW/Sight Vocab is not accurately written. Increase the number of interventions running in the Summer Term by increasing LSA capacity. 	<ul style="list-style-type: none"> Children are able to write at speed and with increasing accuracy. 	Half Termly	Increased LSA time
<ul style="list-style-type: none"> Phonics screening and assessment for all children in Reception to Year 2 to identify those children who need additional support. RWI 1:1 tutoring to be implemented where small group work is not effective. Phonics screening and assessment for all KS2 children who are not fluent readers. Intervention groups implemented where needed. 	<ul style="list-style-type: none"> Focussed teaching group ensures that gaps are systematically addressed and progress is made to improve fluency in decoding. 	Half Termly	RWI subscription (Literacy budget) Increased LSA time
<ul style="list-style-type: none"> Register for NTP provision to ensure small group and 1:2 tuition takes place. Prioritise KS2 Reading and Grammar in Spring/Summer Term 2020 - 15 week block 	<ul style="list-style-type: none"> Baseline assessment ensures accurate identification where children are not making progress. Children are able to make accelerated progress. Teachers receive reports from tutors regularly to review progress. 	Througho ut year	AHTs/Assess Using School Led Tutoring Fund
<ul style="list-style-type: none"> Register for Third Space Learning Maths online Tuition and Pearson literacy online tuition. Prioritise Year 5 and Year 6. 	<ul style="list-style-type: none"> Baseline assessment ensures accurate identification where children are not making progress. Children are able to make accelerated progress. 	Througho ut year	AHTs Curric/Assess £2640 for 15 children x 3 terms



<ul style="list-style-type: none"> Increase the number of pastoral interventions taking place – ELSA, Cosmo Kidz etc. Increased LSA time to run. 	<ul style="list-style-type: none"> Identified pupils with pastoral needs more able to engage in class lessons. 		Increased LSA time
<ul style="list-style-type: none"> Cost of LSA cover to attend training sessions for the above approaches. 	<ul style="list-style-type: none"> LSAs competent and trained to deliver approaches. 		LSA release time
Total budgeted cost:			£7,920

Other Whole School Approaches:

Action	Success criteria	Timescale And Review	Budget and Staff Lead
<ul style="list-style-type: none"> Review weekly PSHE assemblies. Support subject leaders to identify and quality assure external visitors when permitted. Monitor the delivery and frequency of P4C lessons to ensure that P4C remains embedded in learning culture Identify and develop weekly themes for circle assemblies and P4C across the school to ensure broad representation of cultures and community. Book anti-bullying and other social skills workshop for pupils to be delivered as workshops or assemblies. 	<ul style="list-style-type: none"> Children will be empowered, have a stronger voice and be able to articulate their aspirations for the future. Effectively promote equality, diversity and inclusion, and ensure our curriculum showcases commitment to equality Children are able to reflect on their experiences and understand that of others. 	Throughout year	AHTs Curric/Assess £0 AHTs Curric/Assess £0 AHT Assess £1,000
Total budgeted cost:			£1,000



8.6 Additional Information

Useful Websites:

Staff wellbeing

- Switching off
 - <https://www.theguardian.com/teacher-network/2015/dec/06/two-simple-mindful-meditation-exercises-for-teachers>
- Thrive Medigold App <https://youtu.be/ZRt7I9hsVwg>
- Education support: <https://www.educationsupport.org.uk>

Tel: 08000 562 561

- Anna Freud National Centre for Children and Families: Supporting Staff Wellbeing:
<https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/supporting-staff-wellbeing-inschools/>
- Mentally Healthy Schools: <https://www.mentallyhealthyschools.org.uk/whole-school-approach/supportingstaff-wellbeing/>
- Mind: <https://www.mind.org.uk>

Pupil wellbeing

Education Endowment Foundation: Improving social and emotional learning in Primary Schools:

- <https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/>
- Young Minds: <https://youngmindsorg.uk/>
- Charlie Waller Memorial Trust: <https://www.cwmt.org.uk/schools-families>

Safeguarding

- NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/>
- Parentzone: <https://parentzone.org.uk/parents>
- UK Safer Internet Centre: <https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff>
- Think U Know resources: <https://www.thinkuknow.co.uk/>
- Childnet: <https://www.childnet.com/>

Bereavement

- Child Bereavement UK Helpline: <https://www.childbereavementuk.org/>

Tel: 0800 02 888 40

- Cruse Bereavement Care Helpline: <https://www.cruse.org.uk/>

Tel: 0808 808 1677

- Winston's Wish: <https://www.winstonswish.org/>
- Edward's Trust: <https://edwardstrust.org.uk> Tel: 0121 454 170