



## St John the Baptist CE Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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   | St John the Baptist CE Primary School  |
| Number of pupils in school  | 234  |
| Number and % of pupil premium eligible pupils                           | 50 21%   |
| Academic year/years that our current pupil premium strategy plan covers | 2023-24  |
| Date this statement was published                                       | Sept 2023  |
| Date on which it will be reviewed                                       | January 24<br>April 24<br>July 24  |
| Statement authorised by   | Kay Bowen (Headteacher)  |
| Pupil premium lead  | Alison Reilly  |
| Governor lead   | Sonia Crabb  |
| Strategy group  | Kay Bowen (Headteacher)<br>Louise Rockell (Assistant Headteacher)<br>Alison Reilly (Assistant Headteacher) |

### Funding overview

| Detail  | Amount        |
|---|---------------|
| Pupil premium funding allocation this academic year | £74758        |
| <b>Total budget for this academic year</b>          | <b>£74758</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

We believe that the primary years should be full of joy, laughter and inspirational learning in a safe and supportive school. We are an attachment aware school, proud to use emotion coaching and restorative approaches to help children to develop the skills they need to get on with others and be kind to themselves. Everything that we do at St John the Baptist Church of England Primary School is based on our Christian values of respect, friendship and trust.

Children thrive with supportive adults modelling the values and behaviours we wish for our children - everybody at St John's is a learner and every individual can learn something new every day. We believe that all children have the capacity to learn and to grow in their learning. They learn best through play, first-hand experiences and learning based on real life contexts. All members of our school are given the support and challenge they need across a broad, rich curriculum to discover and develop their unique attributes as learners and to embed our values in their lives. Children of all ages can be confident, independent learners, evaluating their learning, taking on board feedback to improve and wanting to do their best. We call this REACH learning - Resilient, Enthusiastic, Ambitious, Creative and Hands on. The children are able to relate to these learning skills, allowing them to become active learners in all areas of the curriculum.

Parents, carers and our wider community, including our church family, are welcomed into the learning adventure of our children. We provide opportunities for community participation and leadership development for all our children. We aim to ensure all children at St John the Baptist build on our core Christian values of **Respect** for our planet, **Trust** in ourselves and strong bonds of **Friendship** with each other and with people across local, national and global communities.

### Our building blocks for tackling educational disadvantage:

#### Whole-school ethos of attainment for all.

- There is a culture of high expectations for all, amongst children and staff.
- There is a belief that all disadvantaged pupils can overcome their personal barriers to succeed.
- Disadvantaged pupils and their families are held in high regard and support provided for those that need it.
- Leaders, teachers and other adults understand their role within the school's strategy.

#### Addressing behaviour and attendance

- A strong emphasis is placed on developing positive behaviours for learning in all of the curriculum.

- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

### **High quality teaching for all**

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- Disadvantaged and vulnerable children are the first port of call for formative feedback within class.
- Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
- Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation of emotions.
- Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement through monitoring cycles.

### **Meeting individual learning needs**

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented in all year groups.

### **Data-driven**

- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.
- Accelerated progress must lead to higher attainment within an academic year and key stages.
- Children are monitored for all of their data sets to ensure that the children are successful in all areas of the curriculum.

### **Clear, responsive leadership**

- A Strategy Group, which includes the HT, AHT and governors, review the effectiveness of strategies at the end of each assessment phase.
- Self-evaluation is rigorous and honest with next steps identified.
- The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
- Leaders apply robust quality assurance processes and clear success criteria.

### Deploying staff effectively

- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment with a close eye on the progress throughout their school life.

**These aspects are monitored and reviewed by the strategy group.**

## Challenges

| Challenge number | Detail of challenge to achievement we have identified among our disadvantaged pupils  |
|------------------|---|
| 1                | Ensuring that all PP children make good progress, and therefore attain in line with non-disadvantaged peers, particularly related to speech, understanding, phonics and reading in the first three years in school. |
| 2                | Maintaining positive links with parents, ensuring all parents are equipped with the skills to support home learning.  |
| 3                | Improving attendance for the disadvantaged children who have been persistently absent over the past 12 months.  |
| 4                | A proportion of SEND/ disadvantaged children with lower prior attainment compared to their non SEND peers.  |
| 5                | Ensuring children are emotionally ready to learn when their home life can be unsettling or affected by previous experiences.  |

## 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   |
|---|--|
| All disadvantaged children who do not also have SEND, attain in line with their non disadvantaged peers | GLD of disadvantaged children will be in line with non- disadvantaged peers. |

|  |  |
|--|--|
| <p>nationally in reading, writing and Maths.</p> <p>Challenge 1 and 4</p>  | <p>Phonics screening achievement of disadvantaged children will be in line with non- disadvantaged peers.</p> <p>Times tables check achievement of disadvantaged children will be in line with non- disadvantaged peers.</p> <p>Y6 SATS achievement of disadvantaged children will be in line with non- disadvantaged peers.</p> |
| <p>All disadvantaged children with SEND have their needs assessed and receive targeted support in order to make progress from their starting points</p> <p>Challenge 1 and 4</p> | <p>Pupil progress measures</p> <p>Individual support plans are in place and being used, adapted and monitored</p>  |
| <p>Fewer disadvantaged children will be persistently absent and the gap between attendance overall for disadvantaged and non disadvantaged will reduce.</p> <p>Challenge 3</p>   | <p>The % of disadvantaged children with PA will be in line with that of their non disadvantaged peers</p> <p>The gap of 1.62% in overall attendance will be further reduced.</p>   |
| <p>Children are emotionally ready to learn and are supported to overcome emotional barriers to learning.</p> <p>Challenge 5</p>  | <p>Reduced number of incidents requiring SLT support in class/playtime</p> <p>Reduced number of exclusions and internal exclusions</p>   |

### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2023-2024)** to address the challenges listed above.

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

Budgeted cost: £29,919

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Coaching and training of staff from SLT members in regard to supporting their vulnerable children, developing quality teaching and promoting positive relationships with those children. A particular focus on ECT.</p>                | <p>Coaching for Teachers: What school leaders need to consider.<br/> <a href="https://blog.irisconnect.com/uk/coaching-for-teachers">https://blog.irisconnect.com/uk/coaching-for-teachers</a><br/>           Coaching for schools<br/> <a href="https://www.teachertoolkit.co.uk/wp-content/uploads/woocommerce_uploads/2019/01/1.-Coaching-Manual-for-Schools-by-TeacherToolkit.pdf">https://www.teachertoolkit.co.uk/wp-content/uploads/woocommerce_uploads/2019/01/1.-Coaching-Manual-for-Schools-by-TeacherToolkit.pdf</a></p>   | <p>1, 2, 4, 5</p>             |
| <p>Pupil progress meetings, termly including assessment in maths and English to support forensic analysis of learning gaps and target setting.</p> <p>Specific disadvantage children pupil progress meetings.</p>                         | <p>Pupil Progress Meetings in Action<br/> <a href="https://boltonlearningtogether.org.uk/wp-content/uploads/2018/04/2018-Pupil-Progress-Meetings-in-Action.pdf">https://boltonlearningtogether.org.uk/wp-content/uploads/2018/04/2018-Pupil-Progress-Meetings-in-Action.pdf</a><br/>           EEF Leadership<br/> <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership">https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership</a><br/>           EEF Assessment<br/> <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p> | <p>1,4</p>                    |
| <p>Further develop maths mastery approach; pupils become more fluent, resilient and independently solve problems.</p> <p>HIAS training and HIAS consultant time with Maths leader, Maths leader time and attendance at core provision</p> | <p>A Knowledge-Led Curriculum: Pitfalls and Possibilities<br/> <a href="https://impact.chartered.college/article/a-knowledge-led-curriculum-pitfalls-possibilities/">https://impact.chartered.college/article/a-knowledge-led-curriculum-pitfalls-possibilities/</a><br/>           Mastery Learning<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>   | <p>1,4, 5</p>                 |
| <p>Develop reading and writing fluency and stamina - A focus from English lead on handwriting and fluency in reading.</p> <p>Attendance at core provision, time out of class for leadership of English</p>                                | <p>Improving Literacy in Key Stage 2<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a><br/>           Improving Literacy in Key Stage 1<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>   | <p>1,4, 5</p>                 |

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|---|---|---|
| Training and support including from EP for staff related to secondary trauma and attachment in respect of staff retention             | <a href="https://keepingwellincl.nhs.uk/wp-content/uploads/2022/07/TIOP-Webinar-Slides-Final-with-Menti.pdf">https://keepingwellincl.nhs.uk/wp-content/uploads/2022/07/TIOP-Webinar-Slides-Final-with-Menti.pdf</a>   | 1 |
| Wellbeing policy and action plan implemented by wellbeing lead in order to ensure retention of staff                                  | <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/937601/Wellbeing-literature-review_final18052020_ap.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/937601/Wellbeing-literature-review_final18052020_ap.pdf</a> | 1 |
| HIAS training on History and Geography for teachers to ensure strong links with other aspects of curriculum and good quality teaching | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>   | 1 |

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

Budgeted cost: £29,919

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Coaching from LSA coach to support LSA's Weekly training for LSAs to ensure they are up to date with academic actions across the school, including maths training | Coaching: What school leaders need to consider.<br><a href="https://blog.irisconnect.com/uk/coaching-for-teachers">https://blog.irisconnect.com/uk/coaching-for-teachers</a><br>Coaching for schools<br><a href="https://www.teachertoolkit.co.uk/wp-content/uploads/woocommerce_uploads/2019/01/1.-Coaching-Manual-for-Schools-by-TeacherToolkit.pdf">https://www.teachertoolkit.co.uk/wp-content/uploads/woocommerce_uploads/2019/01/1.-Coaching-Manual-for-Schools-by-TeacherToolkit.pdf</a> | 1,4                           |
| NELI programme for Speech and Language development delivered to children in year R,1,2 and 3 with disadvantaged children prioritised                              | <a href="https://www.nuffieldfoundation.org/news/ev-ery-state-school-offered-nuffield-early-language-intervention">https://www.nuffieldfoundation.org/news/ev-ery-state-school-offered-nuffield-early-language-intervention</a><br><br><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language</a>  | 1,4                           |
| Homework and additional reading support for disadvantaged children via lunch time and after school clubs  | Great Teaching Techniques: Homework<br><a href="https://my.chartered.college/2019/05/great-teaching-techniques-homework/">https://my.chartered.college/2019/05/great-teaching-techniques-homework/</a>  | 1,2, 4, 5                     |

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|--|--|---------|
| Library assistant post filled to ensure that all classes have a quality library visit each week and develop a love of reading, librarian focus on children who are disadvantaged to ensure they have a book in school to read every week | <p>School Libraries: A plan for improvement<br/> <a href="https://cdn.literacytrust.org.uk/media/documents/2010_01_01_free_other_-_school_libraries_a_plan_for_improvement.pdf.pdf">https://cdn.literacytrust.org.uk/media/documents/2010_01_01_free_other_-_school_libraries_a_plan_for_improvement.pdf.pdf</a></p> <p>School Libraries: The big picture<br/> <a href="https://www.sla.org.uk/article/alison-tarrant/school-libraries-the-big-picture-and-the-all-important-details">https://www.sla.org.uk/article/alison-tarrant/school-libraries-the-big-picture-and-the-all-important-details</a></p> | 1,2,4,5 |
|--|--|---------|

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

Budgeted cost: £29,919

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Discounted access to trips, residential and extra-curricular activities - free club places for disadvantaged children (1 per club) | <p>Arts Participation<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>What does Ofsted Mean by Cultural Capital<br/> <a href="https://www.tes.com/news/what-does-ofsted-mean-cultural-capital">https://www.tes.com/news/what-does-ofsted-mean-cultural-capital</a></p>  | 2,3                           |
| Thrive approach to be rolled out across the school starting with y3/4 this academic year   | <a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a>   | 1,5                           |
| Coaching and training of staff from SLT members in regard to using Trickbox, restorative approach and behaviour policy             | <p>Coaching for Teachers: What school leaders need to consider.<br/> <a href="https://blog.irisconnect.com/uk/coaching-for-teachers">https://blog.irisconnect.com/uk/coaching-for-teachers</a></p> <p>Coaching for schools<br/> <a href="https://www.teachertoolkit.co.uk/wp-content/uploads/woocommerce_uploads/2019/01/1.-Coaching-Manual-for-Schools-by-TeacherToolkit.pdf">https://www.teachertoolkit.co.uk/wp-content/uploads/woocommerce_uploads/2019/01/1.-Coaching-Manual-for-Schools-by-TeacherToolkit.pdf</a></p> | 1, 2, 4 ,5                    |
| Lunch clubs for identified children carried out by two members of staff for all year groups  | <p>Social and Emotional Learning<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>   | 3,5                           |



|  |   |             |
|--|---|-------------|
| Monitoring and support from the safeguarding and attendance lead, ensuring children attend school on time                              | <p>Improving school attendance<br/> <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p>How schools are managing attendance effectively<br/> <a href="https://teaching.blog.gov.uk/2021/12/10/how-schools-are-managing-attendance-effectively/">https://teaching.blog.gov.uk/2021/12/10/how-schools-are-managing-attendance-effectively/</a></p> | 3,4,5       |
| Parenting support signposting for emotional, medical and education needs and accessing bespoke support for individual children's needs | <p>Aspiration Interventions<br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>  | 2,3,5       |
| Learning Focused Parent Workshops at school - help your child with...including phonics, handwriting and maths                          | <p>Supporting the Home Learning Environment<br/> <a href="https://my.chartered.college/2020/03/supporting-the-home-learning-environment/">https://my.chartered.college/2020/03/supporting-the-home-learning-environment/</a></p> <p>Supporting parental engagement through workshops<br/> <a href="https://www.estyn.gov.wales/effective-practice/supporting-parental-engagement-through-workshops">https://www.estyn.gov.wales/effective-practice/supporting-parental-engagement-through-workshops</a></p>   | 1,2,3, 4, 5 |
| Transition support for families into year R and Year 7   | <p><a href="https://www.ucl.ac.uk/pals/research/clinical-educational-and-health-psychology/research-groups/school-transition-and-adjustment">https://www.ucl.ac.uk/pals/research/clinical-educational-and-health-psychology/research-groups/school-transition-and-adjustment</a></p>  | 2,5         |

**Total budgeted cost: £76,632**

### **Part B: Review of outcomes in the previous academic year**

#### **Pupil premium strategy outcomes 2022-2023**

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year and how we will measure whether they have been achieved.

|                         |  |
|-------------------------|--|
| <b>Intended outcome</b> |  |
|-------------------------|--|

|   |  |
|---|--|
| <p>All disadvantaged children make progress at least as good as non-disadvantaged peers in reading, writing and mathematics.</p> <p>Challenge 1 and 4</p> | <p><b>Data of PP children July 2023:</b></p> <p><b>(EOKS2) Year 6 children for last year: 11 children (4 on SEND register)</b></p> <p><b>Reading: 64 % achieved ARE</b></p> <p><b>Writing: 36% achieved ARE</b></p> <p><b>Maths: 46% achieved ARE</b></p> <p><b>RWM: 27% achieved ARE</b></p> <p><b>(EOKS1) Year 2</b></p> <p><b>children for last year: 4 children (3 on SEND register)</b></p> <p><b>Reading: 25% achieved ARE</b></p> <p><b>Writing: 25% achieved ARE</b></p> <p><b>Maths: 25% achieved ARE</b></p> <p><b>RWM: 25% achieved ARE</b></p> |
| <p>All disadvantaged children without SEND achieve a pass in the times table check and phonics screening.</p> <p>Challenge 1 and 4</p>                    | <p><b>66.7%</b> Year 1 Disadvantaged cohort achieved the expected standard in Phonics, <b>4 pupils</b> out of 6.</p> <p>Our <b>school's gap to Non-Disadvantaged pupils nationally</b> has <b>improved by 38.6%</b> from -54.1% in 2021/22, to -15.5% in 2022/23.</p> <p>Our Year 1 Disadvantaged cohort's <b>Phonics Expected Standard</b> has <b>increased by 41.7%</b> from 25.0% in 2021/22, to 66.7% in 2022/23.</p> <p>4 of 8 PP children in Y4 achieved 16+ in the TT test.</p>   |

|  |  |
|--|--|
| <p>All disadvantaged children with SEND are assessed and planned for in phonics and times tables in order to make good progress through quality first teaching, targeted support and key resources.</p> <p>Challenge 1 and 4</p> | <p>32.7% (17) of our disadvantaged pupils have a SEN provision, 6.4% higher than the national of 26.3%.</p> <p>Children are planned for and supported in class through high quality teaching. This is monitored in PP meetings and SEND PP meetings</p> <p>7/14 PP children in Year 1&amp;2 passed the phonics screening</p> |
| <p>Challenge 3</p> <p>All disadvantaged children will have attendance in line with non disadvantaged</p>   | <p>Children who were disadvantaged had lower attendance.</p> <p>21-22 disadvantaged 92.05%</p> <p>21-22 non disadvantaged 94.26%</p> <p>Gap - 2.21</p> <p>22-23 disadvantaged 92.46%</p> <p>non disadvantaged 94.86%</p> <p>Gap- 2.4</p> <p>Summer term 2023 gap had reduced to - 0.6%</p>                                   |
| <p>Children are emotionally ready to learn and are supported to overcome emotional barriers to learning.</p> <p>Challenge 5</p>  | <p>No pupil premium children were excluded last year.</p> <p>Pupil Premium children accessed all lunch clubs and were supported by the school ELSA.</p> <p>1 pupil premium child was supported by the Thrive practitioner.</p>   |

### 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*

Further information (optional)

We will continue to run a strategy group that reviews progress towards our targets throughout the academic year. The group will meet once per term and use the key aspects below to frame reviews of actions taken.

- ***Whole-school ethos of attainment for all***
- ***Addressing behaviour and attendance***
- ***High quality teaching for all***
- ***Meeting individual learning needs***
- ***Data-driven***
- ***Clear, responsive leadership***
- ***Deploying staff effectively***

### Progress Review - January

| Challenge number               | Detail of progress towards overcoming challenge   |
|--------------------------------|---|
| 1<br>Good progress for all     | Pupil progress meetings x2 with checks in classroom following up what has been agreed carried out by HT and AHT (SEND)<br>HT report data provided to governors shows breakdown and comparison of groups.<br>Year R data is pleasing with 83% (5 / 6 ) children on track alongside their peers. Specific interventions to support children in other year groups are targeted first at children on PP list.                             |
| 2<br>Parental support          | Parent support worker runs a weekly drop in session for parents /carers to seek support regarding sleeping, behaviour, eating etc, and also visitors are invited to these eg school nurse. Learn with me events have been attended by approx 25% of parents relating to times tables, reading and maths in EYFS. Parent/carer meetings are chased up to ensure that they happen for all children.                                     |
| 3<br>attendance                | HT report data absence is an improving trend for this group, attendance for this group in Autumn 2023 was up 1.2% on the same period the year before.   |
| 4<br>Children with SEND and PP | SEND children still need additional support and are lower than peers academically.  |
| 5                              | TAs and Teachers are developing understanding around personal circumstances for individual children this has led to reduced incidents of suspension. In addition a member of staff who has been Thrive trained has been carrying out assessments and supporting adults working in class to provide Thrive approach. All but one children receiving this provision have made significant developmental progress as measured by Thrive. |

### Progress Review - April

| Challenge number | Detail of progress towards overcoming challenge |
|------------------|---|
| 1                |   |
| 2                |   |
| 3                |   |
| 4                |   |
| 5                |   |

### Progress Review - July

| Challenge number | Detail of progress towards overcoming challenge |
|------------------|---|
| 1                |   |
| 2                |   |
| 3                |   |
| 4                |   |
| 5                |   |