

Milton Primary Academy



Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our underserved learners.

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	Milton Primary Academy
Number of learners in school	409 (July 2023)
Proportion (%) of pupil premium eligible learners	32% July 2023
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 – updated 2023-2024 2024-2025
Date this statement was published	Updated Sept 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Rebecca Bailey
Pupil premium lead	Kiana Erskine

Funding overview – 2022/2023 funding

Detail	Amount
Pupil premium funding allocation this academic year (2022-23)	£172,072.00
Recovery premium funding allocation this academic year (2022-23)	£17,225.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£189,297.00

Part A: Pupil premium strategy plan

Statement of intent

- **What are your ultimate objectives for your underserved learners?**

At Milton Primary Academy, we strive for all children to achieve their best. All children deserve the same academic diet and the right to experience success in all academic areas. The basis of this journey centres on the principle that all children will be taught to read fluently so that they can access all areas of the curriculum. Using robust and accurate assessment, gaps in learning can be identified and timely support will be put in place to support misconceptions. Quality first teaching underpins all aspects of tiered provision to ensure all children experience the full learning experience that Milton has to offer. This will give our children the necessary tools to excel in life and experience a career that they will thrive in. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free Academy meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the academy has legitimately identified as being socially disadvantaged.

- **How does your current pupil premium strategy plan work towards achieving those objectives?**

*Through providing a broad and balanced curriculum that extends beyond the aims set out in the national curriculum, we offer learners a diet that allows them to know more, remember more and do more of the curriculum. Secure and effective teaching of new language and ensuring all children have necessary prior knowledge to achieve the outlined expectations allows all children to keep up not catch up. We Phonics will be taught systematically and is the key precursor that will allow all children to access all of the curriculum. By addressing gaps in reading, children can enhance their oral language skills, increase mathematic competency and access the breadth of the curriculum. In order to do this, we recognise that language **IS** the attainment gap! Language is key to success.*

- **What are the key principles of your strategy plan?**

To ensure each of our children achieves their best, we will focus on all children experiencing the curriculum on site, support all children to be able to self-regulate to be able to engage with all areas of learning and offer pastoral support for all families thus removing any barriers to learning. By working together with our families, we can raise the expectations for all. The effectiveness of the strategy depends upon the research-based practice that it is built upon. All provisions will be assessed to ensure that all children are receiving the highest quality of education which will allow them to make maximal progress.

Challenges

This details the key challenges to achievement that we have identified among our underserved learners.

Challenge number	Detail of challenge
1	<i>To further improve teacher effectiveness through instructional coaching ensuring high expectations of students and their outcomes. (Sutton Trust 2011 research)</i>
2	<i>Assessments, observations and data analysis indicates low starting points for reading, writing and maths for underserved pupils compared to their peers.</i>
3	Assessments, observations and data analysis shows outcomes and progress rates for pupil premium children with special educational needs is less than their pupil premium counterparts.
4	Assessments, observations, books looks and pupil conversations show that early reading outcomes must improve to enhance the love of reading for PP children.
5	Underserved children have lower attendance and higher late marks than non-pupil premium children (6% gap between PP and non-pp 2020-2021)
6	Observations and assessments show that wellbeing needs to be supported following school closures across the academy to support social, emotional and mental health needs.

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
<i>1 – Learners to make expected or better progress in reading, writing and maths.</i>	<ul style="list-style-type: none"> • Average pupil progress scores to be higher than the expected standard • Detailed and structured plans in place to provide support for children not making expected progress. • Gaps will start to close between PP and non-PP children. • End of Key Stage outcomes will show that 65% of pupil premium children are achieving age related expectations at all national data points.

	<ul style="list-style-type: none"> • All academy outcomes at all statutory data points to be in line or above national.
<p><i>2 – Quality first teaching is embedded and utilised effectively to ensure reasonable adjustments are made to support all learners. Interventions are used where appropriate and are heavily researched before implementation.</i></p>	<ul style="list-style-type: none"> • Monitoring identifies strategies are in place to support identified children • Pupil progress used effectively to identify strategies with leaders to support all learners • All needs for all children are being met • Children make expected progress • Intervention assessment indicates accelerated progress for children
<p><i>3 –Increased overlearning of reading strategies</i></p>	<ul style="list-style-type: none"> • Pupil premium learners achieve in line with their peers. • Learners report a love of reading through pupil discussions • 65% of pupil premium children will meet the expected standard at all statutory data points for reading. • Reading records show an improvement of reading outcomes
<p><i>4 – For attendance of all PP children to be equal to or greater than that of their non-PP counterparts. For attendance to fall in line with national.</i></p>	<ul style="list-style-type: none"> • Late marks reduced for PP children (aim to reduce by 0.3%) • Unauthorised absence percentages decrease for PP children (aim to reduce by 0.5%) • Identified year group attendances improve.
<p><i>5 – Through strong family links, welfare team provide exceptional support to parents and children</i></p>	<ul style="list-style-type: none"> • Children talk positively about their academy experience and know who they could talk to if they needed support • Parents are aware of who they can talk to should they require support • Social media campaign allows for parents to have the information required to contact the welfare team
<p><i>6 - Learners access a wide range of enrichment experiences both in and out of school.</i></p>	<ul style="list-style-type: none"> • Increased attendance to after school clubs – target of 50% of PP children. • Higher participation percentages in holiday provisions – target of 11% of PP children. • Learner surveys indicate learners enjoy being at school and enjoy the provision that is offered.

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: £ 103,800.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to be given training on effective instructional coaching.</p> <p>Leaders to create a timetable of effective support for instructional coaching.</p> <p>Leaders to complete wider research to ensure that all staff are supported.</p>	<p><i>Instructional coaching “In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD.” (Steve Farndon, 2019)</i></p> <p>What is instructional coaching? Ambition Institute</p> <p><i>One-third of all teachers leave within five years of qualifying and that underserved pupils are at risk of being a whole year behind their peers because of ineffective teaching. Instructional coaching gives identified colleagues the tools and skills they need to overcome challenges. As a result, more pupils should have access to effective teachers and high-quality education. (Sutton Trust)</i></p>	<p>1 2 3 4</p>
<p>Ongoing CPD and JPD to improve phonics teaching and the provision for early readers.</p> <p>Phonics programme to be audited and purchased to enhance provision.</p> <p>SSP to be embedded and CPD sought to ensure a quick and robust implementation for all staff.</p> <p>All staff to have the opportunity to observe another member of staff teach phonics.</p> <p>Good practice shared with all staff and</p>	<p><i>By embedding practice and motivating staff to build knowledge means that more effective teaching will be seen (EEF – CPD Oct, 2021)</i></p> <p><i>Collaborative learning approaches (EEF – applied to staff)</i></p> <p><i>A good systematic and synthetic approach to phonics can boost learner’s attainment by 5 months (EEF Toolkit supported by improving literacy in KS1 guidance report.)</i></p> <p><i>By supporting parents with language, applying appropriate challenge, by embedding opportunities for self-regulating and motivating writing in early development, children can access more of the curriculum (EEF guidance report – Preparing for Literacy)</i></p> <p><i>By constantly reviewing the practical strategies given to parents and tailoring</i></p>	<p>1 2 3</p>

<p>modelled by lead practitioner.</p> <p>Phonics video on the academy website and on the academy Facebook page to support parents at home.</p> <p>All staff to be trained in the Little Wandle scheme.</p>	<p><i>communication to suit positive dialogue effective parent relationships can support children at home (EEF guidance report – Working with Parents to Support Children’s Learning)</i></p> <p><i>Early years settings (+5) and primary (+4) can benefit from working with parents, especially those from underserved backgrounds. (EEF toolkit)</i></p>	
<p>Recruitment of 2 temp-TSAs to support with the keep up approach to early reading.</p> <p>Additional support deployed for phonics teaching in Year One and Reception.</p> <p>HLTAs to be based in key year groups when not covering to support with reading.</p> <p>All staff to work on a fluid bottom 20% of readers and to track and monitor their progress.</p> <p><i>Children who can work to meet greater depth standards to be focussed on throughout pupil progress sessions</i></p>	<p><i>Small groups for reading that are targeted to the groups individual needs can improve progress by +4 months. (EEF Toolkit)</i></p> <p><i>One to One tuition for reading that is additional to and explicitly linked with normal lessons can support learners by improving progress by +5 months (EEF Toolkit)</i></p> <p><i>Reading comprehension techniques including metacognition, summarising key points and explicit teaching of reading strategies can make +6 months progress. (EEF toolkit).</i></p> <p>EEF – improving literacy in KSI guidance report states a range of decoding and comprehension activities will support children to make progress.</p> <p><i>EEF guidance report agrees that with small group tuition that is pitched to the individual child and by using evidence-based interventions, TSAs can have a positive supporting role in the classroom. (EEF guidance report - Making best use of teaching assistants)</i></p>	<p>2 3 4</p>
<p>Implementation of mastery approach across the curriculum to provide scaffolds to learners so that all can achieve end of year outcomes.</p> <p>Time for leaders to plan the curriculum to ensure prior learning is covered and new content is revisited to support with retention of knowledge.</p>	<p><i>EEF Toolkit +5 months progress up to +8 months in primary. Knowledge has been purposefully built on knowledge in all curriculum areas to ensure spaced-retrieval and overlearning of key content is utilised to ensure schema are built to help knowledge to be directed to the long term memory. (EEF Toolkit)</i></p> <p><i>By using inference, analogy and concrete bridging (deploying something in its simplest form before moving to more abstract concepts) allows children to tether new ideas (Peps Mccrea – Memorable Teaching)</i></p>	<p>1 2 4</p>

<p>Vocabulary planned in advance to pre-teach the required vocabulary to support full understanding of the lesson content.</p> <p>Implementation of ways to stretch and challenge greater depth children</p>	<p><i>By presenting new materials using small steps, providing models and also scaffolds for difficult concepts, students can understand more difficult content</i> (Tom Sherrington – Rosenshine’s principles)</p> <p><i>All children are entitled to the right to reasonable adjustments to support their growth</i> (Daniel Sobel, Narrowing the attainment gap)</p>	
<p>Ongoing CPD to improve the provision of quality first teaching linked to: addressing the gap for underserved, SEND, greater depth; monitoring and evaluating teaching and learning, sharing best practice and effective implementation of new initiatives</p> <p>Performance management linked to academic targets for quality first teaching and to enhance the profile of vocabulary and of reading.</p>	<p><i>By crucially evaluating the impact of CPD, the 5 principles of effective CPD can be implemented to support the quality of teaching across a school</i> (methods of effective CPD, Phil Spoor, advisor for Teacher Development Trust)</p> <p>EEF guide to pupil premium – Tiered approach (1- quality first teaching, 2 – targeted academic support 3- wider support)</p> <p><i>By using cognitive science and a whole-brain learning approach, children can retain more knowledge and recall information from their long-term memory</i> (Arthur Shimura, A whole-brain learning approach for students and teachers)</p> <p><i>When it comes to vocabulary knowledge and school success, ‘word depth’ is probably more important than the breadth of vocabulary</i> (Alex Quigley, Closing the vocabulary gap)</p>	<p>1 2 3 4</p>
<p>Mastering number implemented in EYFS and KS1 to improve mathematical understanding</p> <p>CPD for all staff to understand the Rekenrek principle</p> <p>Participation in EEF study into effects of COVID on KS1 attainment.</p> <p>White Rose maths scheme of work to support mastering maths</p>	<p><i>Developing practitioners’ understanding of how children learn maths, providing timetable for children to experience maths throughout the day and building on what children already know will help to improve mathematics in KS1</i> (EEF guidance report – improving Mathematics in the Early Years and Key Stage 1)</p> <p><i>One of the best ways to collaborate is to take part in an EEF trial and use the evidence to inform planning</i> (Marc Rowlands, A practical guide to the pupil premium)</p>	<p>1 2</p>

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

Budgeted cost: £ 32,100.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> In-depth pupil progress meetings with senior leaders to support with tiered support for all learners. Data manager responsible for the effective monitoring of data to ensure high pupil outcomes. 	<p>EEF guide to pupil premium – Tiered approach (1- quality first teaching, 2 – targeted academic support 3- wider support)</p> <p>Collaborative learning approaches (EEF – applied to staff)</p> <p><i>Underserved learners are most successful where teachers in the classrooms feel accountable for their outcomes (Marc Rowlands, A practical guide to the pupil premium)</i></p>	<p>1 2 3 4</p>
<ul style="list-style-type: none"> Additional structured phonics interventions to ensure all children keep up. Further funding available to increase catch up provision and provision for SEND learners. 	<p><i>A good systematic and synthetic approach to phonics can boost learner’s attainment by 5 months (EEF Toolkit)</i></p> <p><i>Small groups for reading that are targeted to the groups individual needs can improve progress by +4 months. (EEF Toolkit)</i></p>	<p>1 2 3 4</p>
<ul style="list-style-type: none"> Work between SENCo, PP lead and SEND advisor to support with best practice for children with additional needs. Trust wide research for SENCo and planned research meetings with other SENCos in the trust. Additional support for regional SEND advisor to support best practice. CPD for staff to work on key areas of SEND SENCo to complete master’s in SEMH 	<p>EEF guidance for supporting Special Educational Needs in mainstream states that we must ensure all pupils have access to high quality teaching, complement high quality teaching with carefully selected small-group and one-to-one interventions, work effectively with teaching assistants. By working with an external consultant, this can build upon and enhance provision.</p> <p><i>SENCOs have a critical role to play in narrowing the gap but they must have effective management and plenty of support (Daniel Sobel, Narrowing the attainment gap)</i></p>	<p>1 2 3 4</p>

<ul style="list-style-type: none"> • Baseline communication screening for all children • Time to talk for red children and Talk About for amber. • BPVS for all children in Y1 and Y2 – timely intervention in place to support gaps in language acquisition • Vocabulary is interweaved throughout the curriculum to help all learners access learning. 	<p><i>Targeted reading aloud and book discussion with young children; explicitly extending pupils’ spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction is all in place to support pupils to make up to +6 months progress (EEF Toolkit).</i></p> <p>EEF – improving literacy in KS1 guidance report states a range of decoding and comprehension activities will support children to make progress. EEF guidance report agrees that with small group tuition that is pitched to the individual child and by using evidence-based interventions, TSAs can have a positive supporting role in the classroom. (EEF guidance report - Making best use of teaching assistants)</p>	<p>1 2 3 4</p>
<ul style="list-style-type: none"> • Structured and timetabled reading sessions to allow all children hearing a story being read – CPD to be available to support. • Pre-teaching of language for lessons where vocabulary may become a barrier • Effective use of BPVS intervention to monitor and track receptive language 	<p><i>By reading books aloud, extending pupils’ receptive vocabulary and sharing thought processes allows for all children to make greater than expected progress in writing and reading. (EEF guidance review – Improving Literacy in KS2)</i></p> <p><i>Targeted reading aloud and book discussion with young children; explicitly extending pupils’ spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction is all in place to support pupils to make up to +6 months progress (EEF Toolkit).</i></p> <p><i>Reading comprehension techniques including metacognition, summarising key points and explicit teaching of reading strategies can make +6 months progress. (EEF toolkit).</i></p>	<p>1 3</p>

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

Budgeted cost: £ 51,686.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Office team to call daily to identify reasons as to why learners are either late or not attending the academy. • Reasons given to be monitored by the welfare team and interventions put in to place to support the family with their attendance • Walking bus to be introduced after identification of catchment area of learners who are persistently late or absent. • Poor attendance (>90%) to be met by the welfare team and communication with the EWO to be introduced. • Specific plans and multi-agency strategy meetings for learners whose attendance causes a concern for their wellbeing and for their academic success. 	<p><i>By constantly reviewing the practical strategies in place to support parents and tailoring communication to suit positive dialogue effective, parent relationships can support children at home (EEF guidance report – Working with Parents to Support Children’s Learning)</i></p> <p><i>By using a range of initiatives and teaching parents the importance of attendance, head teachers who see attendance as important are prepared to spend time and money to improve it. (Charlie Taylor, DfE review of attendance)</i></p> <p><i>To understand the reasons why children do not attend school, you must work with families and find out the main causes for non-attendance (K. Reid, The causes of non-attendance: an empirical study)</i></p> <p><i>By having a first day contact system in place, involving parents, including rewards for pupils and parents and by raising the profile of attendance, schools can work with parents to support their child’s attendance (Cymru government strategy, Strategies for schools to improve attendance)</i></p> <p><i>Understand children and their families before acting. Knowing the context will allow for tailored support (Marc Rowlands, A practical guide to the pupil premium)</i></p>	<p>5 6</p>

<ul style="list-style-type: none"> • Additional hours for Family Welfare Assistant • Lead Nurture practitioner to continue in their role • Family Welfare Co-ordinator is part of the Senior Leadership Team • Training of Family Welfare Co-ordinator as a Senior Mental Health Lead • Welfare meetings happen monthly between the welfare team – Headteacher and lead inclusion governor attend • New initiative to be implemented with Windsor Academy Trust to tackle attendance. 	<p>Shared knowledge of all pupils across the school, consistent communication of behaviour management approaches and reasonable adjustments for children who require them and whole academy consistency will raise the profile of learning behaviours and positivity towards education in the academy. (EEF guidance report – Improving Behaviour in Schools)</p> <p>Genuine collaboration is vitally important. Without it, the pupil premium policy will only serve to enhance gaps (<i>Marc Rowlands, A practical guide to the pupil premium</i>)</p> <p>Governor enthusiasm and involvement can go a long way towards putting structures in place to help underserved students (<i>Daniel Sobel, Narrowing the attainment gap</i>)</p>	<p>5 6</p>
<ul style="list-style-type: none"> • Nurture provision provides children with metacognitive and self-regulation strategies to support learning behaviours • Targets shared with class teachers to support classroom integration • Parents to have targets shared with them to help with strategies at home. • Research to be completed to offer a wider range of SEMH interventions for children 	<p>When social and emotional learning is taught discreetly, fed back into classroom practice and with constant planning, support and monitoring of social and emotional learning, children can make up to +4 months progress (EEF guidance report – Improving Social and Emotional Learning in Primary Schools)</p> <p>Shared knowledge of all pupils across the school, consistent communication of behaviour management approaches and reasonable adjustments for children who require them and whole academy consistency will raise the profile of learning behaviours and positivity towards education in the academy. (EEF guidance report – Improving Behaviour in Schools)</p> <p><i>By constantly reviewing the practical strategies in place to support parents and tailoring communication to suit positive dialogue effective, parent relationships can support children at home (EEF guidance report – Working with Parents to Support Children’s Learning)</i></p>	<p>5</p>

	<i>Social and emotional interventions can have greater progress (+6 months) when focussing on social interaction</i> (EEF Toolkit)	
<ul style="list-style-type: none"> • Improving extra-curricular provision to give all children positive experiences. • Remissions for residential visits • Careers opportunities 	Focussing on the quality and variety of a school's curriculum offer will equip students with 'cultural capital' (True Education Partnerships)	6

Total budgeted cost: £ 189,297.00

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 learners in the 2022 to 2023 academic year.

Vocabulary is interweaved throughout the curriculum and explicit links are starting to be formed. Intensive work has been planned to work with all subject leaders across the academy to embed the importance of vocabulary across the curriculum and to use cognitive science principles to allow all children to engage in their studies. This includes building in planned opportunities for vocabulary from EYFS to Y6.

Percentage of children who have made expected progress or better has increased compared to last academic year and this has meant that in reading, writing and maths the gaps have closed. The impact of the curriculum is starting to show through the impact on results. The implementation of joint practice development has also led to strengths in teaching practice shared in the academy thus improving pupil outcomes.

SEND provision is continuously monitored throughout the academic year. Provision has allowed for students to make expected progress and for those who have needed additional support, external agencies have been contacted to ensure that provision is of the highest quality. To further the provision on offer by the academy, the SENCo is now furthering their opportunity by completing a master's degree in attachment.

Mental health training following the disruption to school provision has been paramount to support staff and children. By utilising a DfE grant to train a senior mental health lead, we will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

Engagement with social media platforms gave the academy a larger platform to work with parents and share children's achievements thus improving the view of academic importance. Through promoting wellbeing throughout the academy, parents have had greater contact with academy staff than they have in previous years through the use of emails, Facebook and other online platforms.

Participation in extra-curricular clubs was blighted by the pandemic but towards the end of the year percentages grew. Plans are well underway for the Autumn term of 2023 to ensure that a wider variety of clubs are on offer and that we target children who may not normally get the opportunity to participate.

2022 – 2023 pupil premium outcomes

Pupil premium attendance sat at 91.93% attendance last academic year – this was 1.27% higher than 2021-2022 and the gap between non-pp reduced by 0.87%.
Targets amended to indicate further improvement for next academic year.

Below is a table of results for statutory data points in 2022-2023. The information provided indicates the results of pupils who qualify for pupil premium.

	Reading	Writing	Maths
EYFS	55%	55%	64%
Phonics	100%		
KS1	83.3%	67%	67%
KS2	38%	42%	46%

From internal data, below is a table of progress measures for pupil premium children.

	Reading		Writing		Maths	
	Expected progress	Accelerated progress	Expected progress	Accelerated progress	Expected progress	Accelerated progress
Y1	100%	11%	100%	11%	89%	0%
Y2	75%	0%	75%	0%	67%	0%
Y3	90%	30%	80%	10%	85%	15%
Y4	90%	20%	92%	28%	90%	25%
Y5	100%	20%	92%	28%	80%	20%
Y6	100%	4%	100%	25%	100%	4%

- Club uptake for pupil premium children rose by 14% across the year
 - Autumn pupil premium club attendance 30%
 - Spring pupil premium club attendance 35%
 - Summer pupil premium club attendance 48%

School-led tutoring ran with children from KS1 and KS2 – data indicates a positive trend in all statutory year groups. Accelerated progress was made by most children due to the support of the tutoring sessions.

Externally provided programmes

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

Programme	Provider
Little Wandle	Letters and Sounds
White Rose Maths	White Rose Maths
The Write Stuff	Jane Considine

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The additional £2,680 attributed to forces learners was pooled together with the total PP funding allocation.
What was the impact of that spending on service pupil premium eligible learners?	100% of children are at age related expectation and 63% are working above the expected standard for reading and maths and 75% are working above the expected standard for writing.

Further information

Due to the demographic and the low birth rate, we are always recruiting new children. The context of the school changes often and systems are in place to track new attendees, their catchment area and ways of identifying any areas where families may need support.

All pupil premium children are tracked and targets are set during a guided meeting alongside the SENCO and inclusion manager. The programme helps staff set next steps and allows for targets to be set that support academic success and support in a more holistic way.

The academy also helps families who may be experiencing financial hardship. This could be through directing towards external services who may be able to offer assistance or by buying food, clothing and toiletries for those who may not be able to at that time.