

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Holyoakes Field First School
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025-2026 2026-2027
Date this statement was published	
Date on which it will be reviewed	July 2026
Statement authorised by	Tasnim Koser
Pupil premium lead	Rachel Cerrone
Governor / Trustee lead	Jenna Weller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,175
Recovery premium funding allocation this academic year	0
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	£68,175

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is an additional grant allocated to schools to support disadvantaged pupils. The amount of additional funding a school receives is dependent on the number of eligible pupils on roll. Eligible pupils include those pupils who have been eligible for Free School Meals (FSM) at any time in the last six years; those who are looked after (LAC); and those who are service children (SC).

Educational attainment is the best predictor of future success. At Holyoakes Field First School we are committed to maximising outcomes for all students; our approach is rooted in our whole school ethos. We pay particular attention to the progress of identified disadvantaged pupils (those in receipt of Pupil Premium funding) as they are often our most 'at risk' learners. However, we recognise that not all pupils who are disadvantaged are registered for or qualify for free school meals. We consider the following additional factors as likely to increase the degree of disadvantage a pupil may experience:

- Pupils for whom an Early Help assessment has been completed
- Pupils who are on the Child Protection register or have a Child in Need plan or are close to meeting level 3 or 4 thresholds as outlined in the Worcestershire Levels of Need document
- Pupils who have experienced a significant bereavement/ loss or other traumatic event
- Pupils from families with very low levels of literacy
- Pupils who are 'new arrivals' to the country (sometimes separated from one or both parents)
- Pupils who have attended two or more schools by the time they are admitted to Holyoakes Field

At Holyoakes Field, decisions around the use of this funding will be based on guidance provided by leading educational research as well as our own analysis of the specific needs of our pupils and their families. The impact of previous pandemics has compounded the level of disadvantage experienced by our most vulnerable pupils as it has placed a greater number of families and their children into hardship. Schools really can make a difference. The Education Endowment Foundation (EEF) suggests that a tiered planning model for the academic year ahead can help schools balance approaches to improving teaching, targeted academic support and wider strategies. It is recommended in their Guide to the Pupil Premium as a way to help schools focus on a small number of strategies that are likely to make the biggest difference. This strategy sets out to outline the school's strategic approach to ensure this additional funding is effectively used to improve outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Gap in attainment (particularly in phonics and writing) between PPD and NPPD. The percentage of PPD pupils working at the age-related expectation in writing is lower than that of non-pupil premium pupils.
2	Disadvantaged pupils lack resilience and self-efficacy. Children need to develop metacognitive and self-regulation learning strategies to improve their resilience and understanding of themselves as learners.
3	Lack of Cultural Capital and limited life experiences. Many PPD pupils have limited opportunity for enrichment activities and wider curriculum experience outside of school, which can impact on their life experiences.
4	A higher proportion of disadvantaged pupils displaying challenging and complex behaviours as a result of delay in medical/ SEND diagnosis. and their families have social & emotional difficulties, including medical and mental health issues. Pupils sometimes have difficulty regulating their emotions and articulating these, which can affect their learning.

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
The gap between disadvantaged pupils and their peers in phonics and writing narrows.	<p>Difference between PPD and non-PPD pupils has been significantly decreased.</p> <p>Data outcomes show that at least good progress is made by PPD pupils following support from adults in the classroom and targeted intervention groups.</p>
Identified pupils develop and demonstrate increasing levels of self-efficacy and utilise a range of metacognitive strategies to aid themselves as learners.	<p>Identified pupils to be assigned 1-1 mentors to support them to develop greater self-awareness and social skills.</p> <p>All children to be taught explicitly metacognitive strategies including how to plan, monitor and evaluate their own learning.</p> <p>Teachers explicitly model and verbalise their thought process when teaching and provide feedback to pupils. Teachers will provide carefully designed guided practice, with support gradually withdrawn as pupils become proficient and allow pupils to develop skills and strategies before applying them in independent practice. During pupil conferences, children will be able to discuss</p>

	clearly their thought processes around different areas of learning and how they overcome challenges.
Disadvantaged pupils experience a wider range of opportunities in and out of school leading to improved self-confidence and self-belief. Ensure vulnerable pupils engage in a range of activities supplementary to the curriculum. This will include regular extra-curricular clubs and additional educational visits or experiences.	The majority of PPD pupils engage in termly after school clubs and take part in wider school experiences, enabling enhanced learning opportunities.
Disadvantaged pupils and their families receive appropriate and well targeted support for identified social, emotional, academic or health needs.	Pupils' needs are quickly and accurately identified. External agency referrals occur in a timely and effective manner. Improved home school relationships PPD pupils receiving WEST/ Mellow support are making noticeable progress. Pupils can express their feelings using emotion vocabulary and develop strategies for regulating their emotions. Pupil and parent questionnaires show that parents and children of disadvantaged families feel supported and additional barriers removed where possible. Increased levels of parental participation and engagement in whole school matters. Qualitative data evidences improved and sustained high levels of well-being. For example, pupil voice, pupil and parent questionnaires and teacher observations

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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Development of HFFS Teaching and Learning package as high quality CPD for all teaching staff, with a particular focus on writing.</p> <p>CPD to focus on:</p> <ul style="list-style-type: none"> -Assessment 'of' and 'for' learning. Oracy and language vocabulary development. -adaptive teaching -RWinc phonics -Review of pedagogical approaches to support SEND. -Book write, sequences of learning -Verbal feedback and marking 	<p>The EEF tiered approach states that quality first teaching, including CPD, is the top priority and will have the biggest impact on pupil outcomes.</p> <p>'The most powerful educational tool for raising achievement and preparing children to be lifelong learners, in any context, is formative assessment' Shirley Clark</p> <p>Great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children'. EEF Guide to The Pupil Premium</p> <p>'Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.' -EEF- Attainment Gap Report 2018</p> <p>'Schools should focus on developing teaching practice over a sustained period of time to drive meaningful change in their setting' EEF- Making a difference.</p> <p>'To a great extent, good teaching for pupils with SEND is good teaching for all.' Special Educational Needs in Mainstream Schools</p> <p>Adaptive teaching is a research-based approach that enables all children to access learning based on teachers adapting the teaching to meet the differing needs of learners to enable them to 'keep up' rather than fall further behind.</p>	<p>1</p> <p>New staff trained for RWInc</p> <p>Questioning</p> <p>Retrieval</p> <p>SEL and Learning behaviours training</p> <p>Focus on curriculum</p> <p>Writing lead worked with Year 1</p> <p>Writing lead training- impact?</p>
<p>Staff to receive CPD based on metacognition and self-regulation and how to promote this within the classroom, using the seven-step model.</p>	<p>'There is a strong body of research from psychology and education demonstrating the importance of metacognition and self-regulation to effective pupil learning. The Sutton Trust-EEF Teaching and Learning Toolkit-which summarises international evidence-rates 'metacognition and self-regulation' as a high impact, low cost approach to improving the attainment of disadvantaged learners' EEF- Metacognition and self-regulated learning Guidance report.</p> <p>'There is some evidence to suggest that disadvantaged pupils are less likely to use such strategies, and are therefore, most likely to benefit from the whole range of approaches to supporting metacognitive and self-regulative skills, including explicit teaching.' EEF- Metacognition and self-regulated learning Guidance report.</p>	<p>1,2</p> <p>SEL CPD and activities regularly carried out.</p> <p>Learning powers.</p>

	Furthermore, monitoring and observations has shown that children within our school need to be more independent and develop resilience in their learning in order to make further progress, in particular PPD pupils.	
THRIVE and positive behaviour training session for all staff.	'The Thrive approach is a dynamic, development and trauma-sensitive approach to meeting the emotional and social needs of children and young people. It is proven to improve attendance, behaviour and learning outcomes.' The Thrive Approach	2,4 PBT training and Thrive refresher completed
Periodic moderation and standardisation activities across all year groups to ensure accuracy and consistency of teacher assessments, with a particular focus on writing. Including: -Internal and external moderation. -Pupil progress meetings, with a particular focus on PPD pupils. -Effective use of assessments.	'All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.' EEF 'Schools should invest in developing practitioners' own understanding of mathematics, their understanding of how children typically learn, and how this relates to effective pedagogy.' EEF	1 Pupil progress meetings- focus on identified pupils.
Use well-established, purposeful action research to improve teaching and behaviour management skills, e.g. Beacon 360 platform and National college.	'Improving behaviour in schools is not only a matter of discipline but also a key factor in enhancing educational outcomes. Research indicates that positive behaviour management strategies can lead to better academic performance and increased student engagement. By fostering a supportive learning environment, schools can help students develop into well-rounded individuals, setting them for success throughout their educational journey.' EEF Improving behaviour in school.	1,4

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily 'keep up' sessions. Bespoke targeted 1:1 and small group provision. Embedding more effective practice around feedback and regular evaluation and ongoing Teacher	EEF Evidence demonstrates that this has significant benefits for pupils, particularly disadvantaged pupils. The EEF toolkit's findings show that one-to-one tutoring can have a positive impact on a pupil's attainment up to 5 months and small group tuition up to 4 months.	1, 2 Daily keep up Phonics intervention after school

Assessment of pupil performance and progress.	<p>EEF Making a difference document refers to the 'TARGET' model as a summary of typical active ingredients of successful targeted academic support. We recognise the importance of the 'Expert delivery' of interventions by using qualified teachers or trained teaching assistants to deliver an intervention programme precisely, where suggested delivery and protocols are followed.</p> <p>'Interventions should be carefully targeted through identification and assessment of need.' <i>Special Educational Needs in Mainstream Schools</i></p>	
Before school reading/phonics and writing booster sessions for identified pupils.	<p>EEF (+4 months impact)</p> <p>Small group tuition is defined as one teacher or educator working with two to five pupils together in a group. This arrangement allows the teacher to focus exclusively on a small number of learners. Intensive tuition in small groups is often provided to support lower attaining pupils or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or teach challenging topics or skills.</p>	<p>1, 2</p> <p>Booster sessions after school.</p>
Develop a bespoke and tailored curriculum provision to meet the needs of identified pupils.	<p>Research suggests that by offering an alternative provision for some pupils this often includes a focus on holistic support, addressing not only academic needs but also social, emotional, and behavioural development. This comprehensive approach helps students develop essential life skills and resilience.</p>	1,2,3,4
Lunchtime nurture sessions for identified pupils.	<p>'Disadvantaged children are more at risks of low self-efficacy than their peers.' J.Gross</p> <p>We recognise the importance to develop pupils' self-efficacious beliefs to enable them to approach learning tasks and social situations with increased confidence and motivation.</p>	<p>1,2,4</p> <p>lunchtime group, TA targets focused on lunchtime/ hard to serve- to eventually reintegrate pupils</p>

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

Budgeted cost: £15,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All children in school are given opportunity to participate in activities which enhance and broaden the curriculum and widen their learning experiences.</p> <p>Examples include: -Additional external visits linked to curriculum topics, - more able workshops,</p>	<p>'We think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.' <i>EEF Teaching and learning toolkit.</i></p> <p>'Research suggests that planned educational visits can have impact that is difficult to achieve in the classroom and plays an important role in helping maintain mental health.' <i>Outdoor Education Advisors Panel National Guidance.</i></p>	1

<p>-music lessons/ clubs, -Severn arts performance, - 'Sensory' music sessions for EYFS -Participation in Music concerts. -Forest School -'My Bank; workshops -Bike, scooter and dance workshops delivered by trained professionals. -Sports clubs delivered by trained coaches.</p>	<p>We recognise the current financial challenges and continued impact that Covid 19 has had on all of our pupils, in particular our most vulnerable and disadvantaged pupils, and how this limits their opportunity to partake in external trips and enrichment activities from external providers, such as music, sports and core curriculum specialists. We know from pupil and staff voice the enjoyment and positive impact that these experiences have on pupils' progress and motivation to learn.</p>	
<p>Create close links within our local community.</p> <p>For example,</p> <ul style="list-style-type: none"> - Residential homes - Local services - Batchley support group - Banks - Local Schools 	<p>'Strong links with the community can make a particular contribution to the work of schools <u>servicing disadvantaged communities</u>. They have been shown to help raise educational standards and <u>close the achievement gap</u> between rich and poor children. In such contexts schools are <u>often keen to raise aspirations</u> of their children and parents, which can work when you take a 'neighbourhood' approach.' Optimus Education.</p>	2, 3
<p>Utilise partnership with WEST (Wellbeing Emotional Support Team), to provide early support to pupils and their families.</p> <p>Designated Educational Mental Health Practitioner (EMHP) to deliver targeted support in school one a week.</p>	<p>'Ensuring children and young people can get access to the right help as early as possible.' is the main mission for CAHMS.</p>	4
<p>Bespoke workshops for parents/ Stay and play sessions.</p>	<p>'Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes for all ages' EEF- Working with parents to support learner's guidance:</p> <p>'Support parents to create a regular routine and encourage good homework habits,' EEF- Working with parents to support learner's guidance:</p> <p>'For young children, promoting shared reading should be a central component of working with parents as a way of supporting oral language development and early literacy'. EEF- Working with parents to support learner's guidance:</p>	1, 2, 4
<p>Access to free breakfast for all pupils.</p>	<p>'It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn,</p>	2,4

	increased concentration, and improved wellbeing and behaviour.’ National school breakfast programme DFE	
<p>Continue to develop pupil voice and pupil leadership.</p> <p>To introduce a wide range of pupil ambassador roles, based around school matters, curriculum subjects and the wider school, such as eco, fitness, teaching and learning and the arts ambassadors.</p>	<p>‘By ‘Character’, we mean a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as ‘social and emotional skills’, ‘non-cognitive skills’ or ‘essential life skills’. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes.’ EEF-teaching and learning toolkit.</p> <p>We recognise the importance of developing pupils’ leadership, personal and social skills to help better prepare pupils for success in later life. We plan to widen opportunities for pupils, strengthen pupil voice and secure effective pupil participation and leadership through introducing pupil ambassador roles, based around the curriculum, school matters and the wider community.</p>	2, 3
<p>Widen extra-curricular activities for all pupils, by increasing the offer and variety of after school clubs.</p> <p>Introduce ‘Do something different Friday’</p>	<p>‘A considerable body of literature has studied the effects of school-based extracurricular activities not only on pupils’ academic achievements but also on their behavioural outcomes.’ An evidence review into the length of the school day (2024)</p> <p>‘Non-academic extracurricular activities, like sports clubs, can contribute positively to student outcomes, yielding approximately one month’s worth of progress in academic achievement, in addition to other improvements in non-cognitive skills. Nevertheless, extracurricular activities centred around sports or arts, which maintain a rigorous structure and include short reading and math sessions as part of the programme, are more likely to enhance students’ academic accomplishments.’ EEF (2021)</p>	3,4
<p>Provide additional opportunities for rich playtime.</p> <p>Adjustments to timetables to enable an afternoon playtime.</p> <p>Restructure opportunities to enrich playtimes, by introducing a range of zones such as fitness, arts and craft and quiet areas.</p>	<p>‘Being physically active in childhood is linked to continued physical activity through life and brings with it benefits such as a healthy body weight; good physical, mental and social health; and reduced depression and anxiety’ Mills and Burnett (2017).</p> <p>‘Schools that have introduced measures to improve playtimes consistently report happier playtimes with fewer incidents, making them easier to supervise; quicker and better settling into class after playtimes; better attention and on-task behaviour in class; and positive parent reactions.’ Opal (2021)</p> <p>‘Children learn better when they are healthy and happy, and playtimes offer an opportunity for both.’ Opal (2021)</p>	3,4

Total budgeted cost: £ 68,175

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 2024 to 2025 academic year.

Aim – 2024-2025	What we achieved
<p>1. Narrow the gap between pupil premium pupils and their peers in writing.</p>	<p>Consistency of practise in our delivery of phonics has resulted in 75% of Year 1 pupils passing the phonics screening test this year. Where shortfalls in expectations were anticipated, 18 children were identified during the Spring and Summer term to receive an additional phonics intervention after school. As a result of this intervention, 14 pupils passed their phonics test, with two of the three PPD pupils attending passing too.</p> <p>Throughout the year, writing has been a key focus area of improvement across the school. Wider gaps can be recognised in Years 1 and 2 due to there being a smaller number of PPD pupils in those year groups. As a result, through rigorous monitoring the writing lead has been able to identify clearly the strengths and barriers within writing. Although writing remains an area of improvement for next year, there are some positive outcomes. For example, one outcome is that monitoring shows that adaptive teaching is being used better to meet the needs of pupils through modelling and scaffolding techniques, in some year groups. We will continue to develop these strengths through coaching, targeted CPD, additional moderation tasks and whole school writing projects.</p>
<p>2. To develop metacognitive and self-regulation learning strategies in order to improve pupil resilience and understanding of themselves as learners.</p>	<p>As a Trust we have invested in Beacon Behaviour 360, which has enabled us to evaluate and plan strategic behaviour support for all staff. Staff have positively engaged in training sessions focusing on de-escalation strategies and identifying what may 'trigger' a pupil's behaviour. Monitoring shows that strategies are beginning to be used effectively to support pupils who are dysregulated. Further support from the educational psychologist, has resulted in staff receiving 'Emotional coaching' training and identified pupils having personalised support packages created which has helped them to identify and manage their emotions better, for example through the use of an energy regulator.</p> <p>As a result of delivering further whole staff THRIVE CPD, staff feel better equipped with identifying and supporting pupils when they are demonstrating distressed behaviour.</p> <p>Early morning groups were attended by 8 identified pupils, 4 of which were PPD. One outcome of this is that some pupils had a more positive start today their day. This was supported through the opportunity to talk to an adult about how they were feeling and their day ahead, with an individual timetable also shared.</p> <p>16 pupils were identified for a lunchtime nurture provision, 6 of which were PPD pupils. One benefit of this provision was that it enabled the flexibility to review and adapt to meet the pupils' needs and desires. This resulted in the children having a successful lunchtime, which was evidenced further through the decline in behaviour logs entered.</p> <p>As a result of a whole school competition, 'Believer Bear' was designed and introduced as our learning mascot throughout the school. This has enabled pupils to focus</p>

	<p>on and gain a deeper understanding of the key learning powers, such as 'concentrate', 'imagination' and 'don't give up', that support them to be a successful learner. Pupil voice reflects a positive impact upon pupils' growth mindset and attitude towards learning.</p>
<p>3. Ensure vulnerable pupils engage in a range of activities supplementary to the curriculum. This will include regular extra-curricular clubs and additional educational visits or experiences.</p>	<p>All pupils have had the opportunity to go on a least one off site educational visit this year, with many further planned enriching experiences taking place throughout the year such as a bus trip in EYFS, visits to local museums, park visits, local area walks and swimming sessions for Year's 2,3 and 4. As part of our Year 4 curriculum pupils took part in a 3 day residential to Malvern Hills. This was an invaluable experience for our pupils. Both staff and pupil voice showed that it helped children to develop their independence, relationships and confidence when trying new things. Furthermore, as part of the Year 2 curriculum, pupils visited Weston beach. This was an enriching life experience for our pupils, particularly for those that have never visited a beach before. Pupil and staff voice reflect comments of pure enjoyment. Stating that the visit had a positive impact on pupils' motivation and curiosity surrounding their theme.</p> <p>Following pupil surveys regarding the clubs that they would like to attend, we have been able to extend our offer this year, by providing the opportunity for pupils to attend a wider range of clubs, such as, sewing, gardening, various sport clubs, Lego and science. These clubs have been well attended throughout the year, with over 110 pupils taking part in clubs during the Autumn term, 31% of which were PPD pupils. A further 28 PPD pupils engaged in clubs during the Spring and Summer term.</p> <p>Many children have engaged with musical opportunities offered to them this year, such as cornets, choir and recorders. A pleasing number of 67 pupils across KS2 attended choir, with 29% of PPD pupils participating. Staff and pupil voice reflect how passionate children are about music within our school. It also shows that children have developed their confidence and resilience, when trying new things. Staff, pupils and parents were exceptionally proud of the choir's performance at a 'Redditch gotta sing' event and 'Trinity High School' performance.</p> <p>We have further extended the number of other professionals that have visited our school, to provide pupils with enriching learning experiences. This includes 'My bank' sessions, where children shared that their knowledge of saving money and making sensible choices with money greatly improved. As well as experiences which promoted pupils' growth mindset and resilience, such as BMX and dance workshops and 'AIM higher' writing days.</p> <p>We have established a strong link with a local residential home, where a group of Year 3 pupils visit once a month to engaged in crafts, games or reading activities with elderly residents. Pupils have shared that they have enjoyed this experience so much, that they want to continue visiting in Year 4. Feedback from the resident's team leader, also shows what an invaluable experience it is for residents, with the children bringing joy to their lives.</p> <p>Pupil voice continues to be a strength in our school with many pupil bodies formed, such as Junior librarians, prefects, playleaders, School and Eco councils. These roles have enabled pupils to have a positive impact on whole school change. For example, the school council have arranges a 'Summer fun' day and termly cake sales to raise money towards a Trim trail.</p>

<p>4. Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are catered for or alleviated.</p>	<p>Four pupils and families with identified social, emotional or health need are well support by school staff so that the needs are catered fore or alleviated.</p> <p>Successful pilot of 'The SEND Jigsaw' during the summer term, was well attended (12 families engaged) and this has led to a second programme running during the Autumn 2025. Powerful parental feedback 'This has been what keeps me going each week' demonstrates the positive impact that this is having with of our families.</p> <p>We continue to work in partnership with WEST (Wellbeing Emotional Support Team), who provide early support within our setting, supporting children with emotional well-being and mental health needs. We have referred 5 PPD pupils this year, 3 of which have received support, and one pupil also accessing a higher level of support through Mellow. Parent voice reflects that they have particularly found this short-term support beneficial, as they have been able to develop their own repertoire of skills and support strategies which they can use at home, through attending parenting courses.</p>
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