

Stantonbury International School-Pupil Premium IMPACT statement 17-18



ACADEMIC TUITION					
Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
To identify students not making academic progress in core subjects (English and Maths). To identify those not making age related expectations (KS3) of not on target to achieve a grade 5 at GCSE. (KS4).	Disengaged in lessons. Students not meeting their current potential and falling behind in mainstream lessons. Students lacking the basic skills required in core subjects.	Improved engagement and attainment through offering tailored 1:1 support to suit individual needs.	Progress in either overall subject grade or improvement with set targets. Students will have an improved confidence in subject area. School attendance will also be measured prior to the intervention and after intervention.	1 x 60minute 1:1/1:2 tutoring session per week for 10-12 weeks. Contact made with home to discuss current level of progress so parents can support – advice on how to support students at home given if required.	<p><u>Overall</u> 132 Students across KS3 and KS4 accessed 1:1 tuition throughout academic year 2017-2018. 98 Students made progress in their targeted subject area. (74.24%) 100% of students stated that they found the tuition helpful with 94% feeling that they had increased confidence in the subject area as a result.</p> <p><u>Subject Specific</u> 99 students accessed 1:1 tuition in English 74.74% made progress in English 33 students accessed 1:1 tuition in Maths 72.72% made progress in Maths</p>
			Students CG on report in chosen subject prior to intervention compared with CG on report in chosen subject after intervention (for example: Student identified from Cycle 1 data compared grades with Cycle 2 data)	Teaching staff asked to provide areas to work on so students are working on relevant areas of improvement. If this information is not provided as requested, then tutors will carry out an initial	

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				<p>assessment to identify this.</p> <p>Monitoring form is kept to show what has been worked on in the sessions – this helps produce a report at the end of the cycle which highlights what has been worked on and areas for further development. This is shared with teaching staff, heads of faculty, students and parents/ carers.</p>	<p>Attendance on Intervention was 90.45% (2.98% authorised absences and 6.57% unauthorised)</p> <p>Overall school attendance improved by 3.42% for this cohort</p>
<p><u>Cost</u> Tutors are paid at rate of £25.56 p/h.</p>	<p>All tutors were employed and working in the role prior to the current Progress Centre Team employment. Tutors were sourced by previous Co-Principals as a result of historical employment.</p> <p><u>Total:</u> £23199.24 132 students</p> <p>Other Staff involved: JFS and SWT (Coordination, monitoring, reviewing and evaluating).</p>				

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SIEVE MK – TUITION					
Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
<p>To identify Black and Minority Ethnicity students not making academic progress in core subjects (English and Maths).</p> <p>To identify those working below their target grade.</p>	<p>Students may be disengaged in lessons.</p> <p>Students not meeting their current potential.</p> <p>Students lacking the basic skills required in core subjects.</p>	<p>Improved engagement and attainment through offering tailored support to suit individual needs.</p> <p>The aim of the programme is to inspire BME students to realise their full potential and help them to develop the skills and/or qualifications required for further/higher education and employment. They aim to create opportunities to overcome barriers to learning such as poor language skills and limited aspirations.</p>	<p>Students CG on report in chosen subject prior to intervention compared with CG on report in chosen subject after intervention. School attendance will also be measured prior to the intervention and after intervention.</p>	<p>Students attended SIEVE MK project for 3 hours per week. This is small group English and Maths tuition throughout the academic year.</p>	<p>17 students in total attended SIEVE Project.</p> <p>Students participate in Wider Horizon Activities such as University visits to give them opportunity to realise their potential. All students that attended took part in at least one of these activities.</p> <p><u>Year 10</u> 9 students attended Maths: 6 students improved their current working grade. English: 8 students improved their current working grade.</p> <p><u>Year 11</u> 8 students attended Maths: 75% students achieved Grade 5 or above at GCSE English: 50% students achieved Grade 5 or above at GCSE. All</p>

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					<p>students have English as an additional language.</p> <p>Overall school attendance in Autumn Term for this cohort was 97.12%. This has improved by 0.77 % to 97.89%.</p>
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<u>Cost</u>	<p>£0 School no longer pay for this intervention but it will only be until the end of Academic Year 2017 – 2018. Other Salaries involved: SNR, SWT, JFS (Coordination and monitoring).</p>				
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COUNSELLING

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact (Autumn Term)
<p>To identify students that are struggling to manage their emotional wellbeing. Improving a young person’s attainment and engagement in education by allowing them separate space and time to work through their personal difficulties.</p>	<p>Inability to engage fully due to emotional turbulence in their lives or poor mental health.</p>	<p>The aim of the intervention is to increase emotional resilience to improve engagement in learning and in turn attainment levels.</p>	<p>The Core Young Persons form and Outcome Star are used to measure wellbeing of young people engaging in the services offered. These are measured pre and post intervention. School attendance will also be</p>	<p>Students undergo a comprehensive initial assessment, looking at difficulties they are facing that present themselves as barriers to education. Students are then offered the option</p>	<p>A total of 268 students have been referred into the wellbeing centre for support with their emotional wellbeing. Students either go on to engage in 1:1 counselling, are signposted to external agencies, internal group programmes or are allocated a mentor/key worker.</p> <p>121 assessments have been carried out by a qualified</p>

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			<p>measured prior to the intervention and after intervention.</p>	<p>to engage in 6-8 weeks of 1:1 counselling. As an alternative, students can also access a group programme looking at self-esteem and assertiveness. Students can also be referred on to outside agencies, including Brook, Compass, Service six and Stop Smoking Clinic. Those with moderate to severe mental health concerns can also be referred to Child and Adolescent Mental Health Service.</p>	<p>counsellor following a referral; 71 of these young people went on to access internal 1:1 counselling support, 36 were supported in accessing services externally which are arranged by the wellbeing centre, an additional 6 were signposted to other services without an assessment and 14 chose at the time of assessment they were not ready to engage in support.</p> <p>66% of students that engaged in Therapeutic counselling improved their overall school attendance. For all students that accessed counselling, attendance increased from 89.59% to 91.76%.</p> <p>7 Students were supported in a referral to the Child and Adolescent Mental Health Service. Without the comprehensive assessment service at Stantonbury these young people and their families may not have been successfully</p>
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					<p>directed into the service or even know about its existence.</p> <p>24 staff members, young people and their parents accessed the confidential e-mail support service.</p> <p>15 students disclosed high risk safe guarding concerns including self-harm/suicidal thoughts during the sessions with their counsellor/via email service. All disclosures were passed onto the designated Child Protection officer at the school and signposting to appropriate level of support.</p> <p>The Core YP's form showed that 91% of students felt an increase in their overall wellbeing as a result of Therapeutic support. The Outcome Star showed 82% of young people improved their outlook and ability to handle difficulties in their lives.</p>
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					5 staff members have been referred for support with 5 engaging in support.
Cost	Salary of staff working as counsellors £ (Therapeutic Coordinator plus 2 school counsellors – all part time roles) we also have one volunteer counsellor. Additional costs include clinical supervision for paid counsellors – this is a legal requirement for all practising counsellors. Other salaries involved: JFS and SWT (Evaluation and impact monitored and reviewed by JFS and appointments arranged and monitored by SWT)				
GROUP PROGRAMMES					
Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
To identify students that will benefit from some additional support for their emotional wellbeing but do not require Therapeutic Counselling	Inability to engage fully in school due to emotional turbulence in their lives, difficulties with managing their emotions or low level mental health concerns.	The aim of the intervention is to increase emotional resilience to improve engagement in learning and in turn attainment levels.	School attendance will be measured prior to the intervention and after intervention. If appropriate, the number of exclusions pre and post intervention will be measured. We will also use self-evaluation in line with each individual group.	Group programmes run by external agencies or internal staff. Anger Management programmes for students that are struggling to manage their anger. Group size will be dependent on the group dynamic – small split off groups may be created.	59 students successfully engaged in the group programmes on offer in the wellbeing centre. 9 students accessed the Anger Management Programme. This was a short 6 week programme. Whole school attendance for this cohort increased from 86.74% to 87.55% (an increase of 0.81% after 6 weeks) 21 students accessed the Healthy relationships programme. There

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				<p>Healthy Relationships programmes will be run for students. These will run for students that are at risk of developing unhealthy relationships – both as perpetrators or victim. It looks at protective behaviours to ensure students are equipped with the skills and knowledge to develop safe and healthy relationships.</p> <p>Smile Project - Is an early intervention project and is built upon five principles for boosting wellbeing. It is a range of informal learning activities to support and engage young people who are currently experiencing low level anxiety and depression.</p>	<p>was a slight increase in whole school attendance for this cohort from 92.30% to 93% (An increase of 0.70% after 8 weeks). Student feedback from the ‘Escape the Trap’ Girls group was positive with 100% of students saying they had enjoyed the programme and increased their self-esteem around what they expect from a relationship. The ‘Free up’ boys programme wasn’t well received with the cohort and the students weren’t engaged in the programme. As a result, they felt they did not achieve the intended outcomes.</p> <p>6 students accessed the self-esteem programme. Whole school attendance for this cohort increased from 86.01% to 91.48% (an increase of 5.74% after 8 weeks)</p> <p>11 students accessed the Smile Project. Overall school attendance for this group increased from 93.47% to 94.64% (an increase of 1.17% after 11 weeks). There</p>
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				<p>Lunch Club is a lunch time activity club for some of our most vulnerable students that struggle in unstructured social times.</p> <p>Self-Esteem programme run with a small group of students that need some support with building their self-esteem.</p>	<p>were 7 days less exclusions amongst this cohort after they had completed the programme. 100% of students that attended said it increased their confidence and they would recommend it to their peers. They offer a free follow up programme in school holidays to all students that attended.</p> <p>14 Students regularly attend the lunch club. Whole school attendance for this cohort increased from 89.66% to 90.67% (an increase of 1.01%)</p> <p>86% students said it made them feel safe at social times and 78.6% said it helped them make friends.</p>
<p>Cost</p>	<p>Free Programmes: Self-Esteem, Lunch Club, Anger Management</p> <p>Healthy Relationships: £4800</p> <p>Smile: £200 This is a programme I would recommend repeating – Impact was high and student engagement was excellent.</p> <p>Other salaries involved: JFS and SWT, BWY (Evaluation and impact reviewed by JFS and BWY run and support the delivery of some group programmes. Appointments arranged and monitored by SWT)</p>				

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MENTORING PROGRAMME					
Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
<p>To identify students that are either struggling to engage or make progress in mainstream classes or those that would benefit from some additional support for their emotional wellbeing (but do not require Therapeutic Counselling)</p> <p>Students not meeting their current potential.</p>	<p>Inability to engage fully in school due to emotional turbulence in their lives or difficulties with managing their emotions.</p> <p>Students may be disengaged in lessons.</p>	<p>The aim of the intervention is to increase emotional resilience, confidence and self-esteem as well as improving engagement in learning.</p>	<p>Students will become more engaged in their education which should result in an increase in attendance. They should also feel more confident in their own abilities after receiving some individualised support.</p>	<p>Students were allocated a key worker/mentor who would work with them each week (daily if required).</p> <p>The mentor would carry out a minimum of 1 hour per week of 1:1 pastoral support. There would also be in lesson support when required and an additional slot for academic 1:1 if required.</p>	<p>20 Students engaged in Academic and/or Pastoral mentoring.</p> <p>95% Students have noted an increase in their confidence and self-esteem as a result of having additional 1:1 support.</p> <p>100% students that engaged in mentoring said it had a positive impact on them and they now felt more able to access lessons.</p>
Cost	<p>Other salaries involved: BWY</p> <p>JFS involved in general evaluation of impact</p>				
LAC SUPPORT					
Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact

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<p>To identify LAC students and ensure they are supported in achieving their full potential. Students will be from a number of separate local authorities.</p>	<p>Students could require additional support due to their emotional wellbeing, which may be more impacted by a LAC than a student living in the family home. Their emotional wellbeing may have a negative impact on their behaviour and ability to focus and engage in lesson to their full capacity. This could impact on their overall level of progress or personal aspirations.</p>	<p>LAC students to be achieving in line with their peers by raising aspirations and providing bespoke 1:1 support to ensure they are making progress.</p>	<p>LAC Students to be engaged in lessons as well as attending school each day. It is hopeful that increased engagement leads to an increase in their target levels.</p>	<p>Students to be offered a range of support depending on individual needs. Support package to include (as desired)</p> <ul style="list-style-type: none"> • 1:1 tuition in core subjects • Regular meetings with LAC Worker • Ride High • Access to other support services within school and via outside agencies • Support in purchasing uniform, resources and school trips. 	<p>At the end of the academic year there were 6 students subject to a full care order and 1 under a section 20 voluntary care order. All students have an up to date PEP in line with each local authority. For this cohort of students, attendance has increased by 2.52% this academic year. Current attendance for CLA students is 94.93% which is in line with whole school attendance. Nationally, attendance for CLA students is considerably lower than other non-disadvantaged students. There have been no exclusions for CLA students in 2017-2018. Every CLA student is now accessing a full timetable of lessons. In Autumn Term, 2 students were on reintegration plans to support them back into the classroom. All students are now spending social times with their peers. All CLA students requesting therapeutic and/or academic support engaged well. Student views forms indicate all CLA</p>
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					<p>students feel safe and happy in school.</p> <p>All Year 10 CLA placed on work experience successfully.</p>
Cost	<p>We have received a total of £9,876.50 for the 7 LAC students we have on role for 2017-2018. We have spent £6,986.00. This does not include the mentoring support they receive through salaried staff in school. This funding has to be ring-fenced to support this cohort of students and each virtual school requires a breakdown of financial support each term.</p> <p>Other Salaries involved: JFS – attends transition/Care review meetings, coordinates PEPS, monitors progress/attendance, Acts as a mentor/key adult to students and main contact for parents/carers/other professionals.</p>				

RIDE HIGH

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
<p>To identify students that would benefit from therapeutic sessions off site with the use of animals.</p>	<p>Inability to engage fully due to emotional turbulence in their lives, poor mental health, low attendance.</p> <p>Students struggle with socialising with their peers and find working</p>	<p>Students will feel more confident in their own abilities and will develop the skills to work with others. Their behaviour will improve as they learn to respect others and take responsibility for their actions. They will overcome their barriers which will enable them to participate fully in their</p>	<p>The Outcome Star completed at Ride High prior to, and after the intervention are used to measure wellbeing of young people engaging in the services offered.</p> <p>School attendance/ Exclusion record will also be measured prior to the intervention</p>	<p>Active lessons including horse riding and horse care.</p> <p>Weekly club house sessions with a qualified teacher which works with the children to build confidence and develop life skills to overcome the barriers they are</p>	<p>9 students attend Ride high. Prior to them starting their average attendance was 85.93%. Since attending on a weekly basis, attendance for this cohort is now 88.70% which is an increase of 2.77%.</p> <p>All students' complete self-assessments called Outcomes stars which covers six parts of life that are important to the young people including aspirations, communication, support,</p>

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	<p>within a team difficult.</p>	<p>education and work towards achieving their full potential.</p>	<p>and after intervention.</p>	<p>faced with. It involves working with therapeutic techniques to deal with issues such as low confidence, self-harm, trauma experiences and anxiety.</p>	<p>contribution, learning and confidence. For the students that have completed their time at Ride High, the outcome star showed an average of 20% increase in how they perceive their progress within these key areas.</p> <p>44% of students accessing Ride High had previous exclusions due to behaviour – since attending, there have been 50% less exclusions with this cohort.</p> <p>1 student was asked to leave the programme due to safeguarding concerns – this was followed up via the MASH team.</p>
<p>Cost:</p>	<p>Ride High costs £50 per session per student. On average, per term this is £600 per student. However, this is not funded from school each time.</p> <p>4 of the 9 students attending Ride High were/are LAC and therefore cost is covered by monies received from the virtual school. If it is not, top up funding is applied for (and to date has always been agreed).</p> <p>An additional £600 has been agreed and approved to help support 3 other student access support.</p> <p>2 students currently attend without any school contribution being made.</p> <p>Other Salaries involved: JFS (manages referrals, attend all meetings, monitor attendance and evaluate impact).</p>				

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COMPASS					
Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
<p>To identify students that need advice, practical support and structured treatment for drug or alcohol misuse and the issues associated with it.</p>	<p>Students may be disengaged in lessons.</p> <p>Student's inability to engage fully with their education due to the influences of drugs and/or alcohol use. This can be their own personal use or usage linked with those close to them (family or friends)</p>	<p>Students will be more equipped to make informed decision around substance and alcohol use.</p> <p>School attendance/behaviour will improve as they become more engaged in education.</p>	<p>School attendance/ Exclusion record will also be measured prior to the intervention and after intervention.</p> <p>Student self-evaluation completed before and after intervention.</p>	<p>Drop in service fortnightly or ongoing 1:1 appointments offering confidential support and practical help to tackle issues they are faced with due to substance use.</p>	<p>11 Students accessed support for Substance use. 8 of those cases have been closed due to no ongoing concerns. 2 students will receive ongoing support in 2018-2019. 1 student is now receiving support at home as he is no longer at Stantonbury.</p> <p>Those that have been successfully closed to support have all stated that it has had a positive impact on both home life and school life.</p> <p>Those closed to support have seen school attendance improve slightly by 0.20%.</p> <p>5 students that engaged with the service had been referred as a result of exclusions related to drug use. There have been no</p>

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					<p>further exclusions since they engaged in support.</p> <p>Of those closed to support, 77% have stated that they are no longer using drugs.</p>
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Cost:	<p>£0 for the use of the service</p> <p>Other salaries involved: JFS, SWT, LMY (coordinate referrals, appointments, follow up actions and evaluations of service).</p>				
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BROOK

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
<p>To identify students that need support, advice and guidance on issues relating to sexual health.</p>	<p>Students can lack focus due to the issues surrounding sexual health (STI's, pregnancy etc)</p>	<p>Students will be skilled in making informed decisions around sexual health and will be keeping themselves safe to ensure they can focus on accessing and engaging in their education.</p>	<p>Students will feel comfortable accessing confidential support in school and will seek advice, support and testing when required.</p>	<p>Drop in Clinic for all Students. 1:1 appointments if longer term support is required.</p>	<p>5 Students accessed ongoing support with Brook.</p> <p>42 Students accessed the after school drop in service.</p> <p>Due to the confidentiality agreement between school and Brook, we are not provided with names of students unless it is deemed appropriate by the organisation. As a result, it is difficult to evaluate the impact it has on their education.</p>

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Cost:	£0 for the use of the service but progress centre staff coordinate referrals, appointments and follow up required actions.				
SERVICE SIX 1:1					
Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
<p>To identify any young person that is struggling to manage their emotional wellbeing or is disengaged from school and requires additional support, not at a counselling level.</p>	<p>Inability to engage fully due to chaotic lives at home, emotional turbulence or struggles with attendance. Students often struggle to make and maintain friendships with their peers.</p>	<p>Service six aims to increase school attendance and raise aspirations. It also aims to increase the life chances of children and young people struggling with often complex and chaotic lives.</p>	<p>The Outcome Star completed prior to, and after, the intervention are used to measure wellbeing of young people engaging in the services offered. School attendance/ Exclusion record will also be measured prior to the intervention and after intervention.</p>	<p>Service six offers bespoke support programmes for each individual's needs. This could be Group workshops or 1:1 sessions. Students are also invited to attend youth</p>	<p>24 students referred to Service Six for support surrounding anger, self-esteem, anxiety and low level behaviour concerns. 3 are currently engaging in support and will continue to be seen in 2018-2019. 13 have successfully engaged in 1:1 sessions and have now closed to support. 1 student left school before they were accepted 1 student was signposted for support at CAMHS after 1 session. 6 students are on the waiting list for support.</p> <p>3 Students were given fixed Term exclusions totalling 12 days prior to the intervention. Post intervention, there have been 0 further exclusions.</p> <p>Those closed to support have seen school attendance improve from 86.61% to 87.28% (An increase of 0.67%)</p>

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					<p>100% of those that engaged with support felt an improvement in their overall health and wellbeing (As measured in self-assessment forms - Outcomes Stars/GAD/PhQ)</p>
Cost:	<p>£0 for the use of the service but progress centre staff coordinate referrals, appointments, follow up actions and evaluations of service.</p>				

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Stantonbury International - Pupil Premium Allocations		
2017-2018		
Who	What	Costings
Identify students targeted groups	Wellbeing Centre – JF	£8,200
Quality First Teaching/CPD	SLT – DS	£7,430
Training	SLT - MN	£9,000
One 2 One Tuition	SENDCo – RC	£63,479
Breakfast Club	Wellbeing Centre – JG	£12,000
Attendance Support	Wellbeing Centre – CT/RJ	£36,594
Parent Workshops	Student Support – LL	£11,339
Mathematics Booster Sessions	SLT – SW	£17,834
English Booster Sessions	SLT – SW	£28,420
Reading Resources	SLT – GR	£4,000
Information Technology(IT) Resources	ICT – PSS	£24,000
Uniform	OM – JW	£46,327

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Homework Club	Wellbeing Centre – AH	£36,119
Library Drop-In Sessions	Librarian – JL	£12,321
Holiday Boosters	SLT – MN	£74,100
Visiting Speakers	SLT – MN	£22,230
Funded Residential	SLT – MN	£9,387
Transport Costs	OM – JW	£37,692
Theatre Performances	SLT – LC/ST	£8,331
Music Lessons	SLT – ST	£22,638
Sports Kit	SLT - MS	£15,329
	Total	£506,770

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SUMMARY OF CLIENT LIST 2017-2018

Intervention		Number of Students	
English or Maths Tuition		132	
Counselling 1:1		71	
Referred to external Agencies	Service Six	24	58
	Police Crime Commission	2	
	Brook	5	
	Compass	11	
	Ride High	9	
	CAMHS	7	
Mentoring		20	
CLA		9	
Group Programmes		59	
Chose not to engage in Wellbeing Support		33	
Staff Members (Counselling)		5	
TOTAL		387	

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Interventions planned for 2018 – 2019

- Additional Tuition in English and Maths
- Home Tuition for students as requested
 - Therapeutic Counselling
 - Brook (drop in and 1:1)
 - Compass (drop in and 1:1)
 - Anger Management Groups
 - Smile Project
 - Mentoring
 - CLA Support
 - Ride High
- Just what we need parenting programme
 - Lunch Club
 - Breakfast Club
- Counselling companion programme through Wellbeing Centre Dog
 - Self-Esteem Programme
 - Proposal for onsite Equine Therapy