

# 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	Westfield Primary
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	29% 119/407
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	March 2024 (reviewed termly)
Date on which it will be reviewed	December 2024
Statement authorised by	Karyn Hing
Pupil premium lead	Andrea Banks
Governor / Trustee lead	Alex Cooke (Chair)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,726
Recovery premium funding allocation this academic year	£19,067
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£214,793

# Part A: Pupil premium strategy plan

## Statement of intent

Westfield School is committed to inclusion and to removing any potential barriers (physical or otherwise) to learning and participation. We provide a broad and balanced curriculum for all pupils and respond to pupils' diverse learning needs. We believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference and recognises the achievements of all children. Our pupil premium strategy plan will work towards giving children educational support to accelerate learning as well as support their emotional well-being and mental health. We also aim to provide wider experiences and opportunities such as workshops and clubs that they otherwise might not have access to.

## Challenges

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

Challenge number	Detail of challenge
1	Ensuring staff use evidence-based teaching interventions and staff training e.g. NELI, RWI, Zones of Regulation, Kagan Principles effectively
2	Improving attendance and readiness to learn for PP
3	Lack of support available with education at home
4	Lack of experiences and wider opportunities to support children's well-being and emotional development
5	New staff to be trained to ensure they are confident and knowledgeable in fast feedback, assessment and providing appropriate support/intervention
6	Writing has been identified as a target across the school to improve attainment and progression.
7	Most PP children begin with low starting points and have limited life-experience – they need extra exposure to vocabulary in order to access curriculum to the maximum benefit

## 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
Progress in Reading, Writing and Maths	Achieve national average progress scores in KS2 (0) Internal progress scores to be 0 or above (compared to last KS score) and above 6 on ScholarPack (in Summer) <b>Autumn 2023 – PP progress measures:</b>

<p>Encouraging wider reading and writing opportunities.</p>	<p>Reading – Years 5 and 6 have achieved accelerated progress this term. All year groups (except Y2) achieved accelerated progress measures when comparing test results to end of last key stage results.</p> <p>Writing – Years 5 and 6 have achieved accelerated progress this term. Year 1 show accelerated progress from the end of EYFS.</p> <p>Maths – Years 5 and 6 have achieved accelerated progress this term. Years 3 and 5 show accelerated progress measures when comparing test results to end of last key stage results.</p> <p><b>Spring 2024 – PP progress measures:</b></p> <p>Reading – Years 3, 4 and 5 achieved accelerated progress this academic year. Years 3, 4 and 5 achieved accelerated progress measures when comparing test results to end of last key stage results.</p> <p>Writing – Year 6 has achieved accelerated progress this academic year. All year groups (except Years 2 and 5) have achieved accelerated progress when compared to results at the end of the last key stage.</p> <p>Maths – Years 3, 5 and 6 have achieved accelerated progress this academic year. Years 1 and 4 achieved accelerated progress measures when comparing test results to end of last key stage results.</p>																												
<p>Combined attainment levels to increase from 2019</p>	<p>PP combined attainment to be 51% (2019 National PP level). PP at Westfield achieved 21% combined in SATs 2019, 35% in 2022 (Perspective Lite) and 26% in 2023.</p> <p>Autumn 2023 Combined levels (internal)</p> <table border="1" data-bbox="603 1041 1393 1093"> <thead> <tr> <th>PP</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Combined</td> <td>27%</td> <td>25%</td> <td>26%</td> <td>21%</td> <td>28%</td> <td>36%</td> </tr> </tbody> </table> <p>Spring 2024 combined levels (internal)</p> <table border="1" data-bbox="603 1146 1393 1198"> <thead> <tr> <th>PP</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Combined</td> <td>18%</td> <td>25%</td> <td>44%</td> <td>25%</td> <td>38%</td> <td>40%</td> </tr> </tbody> </table>	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Combined	27%	25%	26%	21%	28%	36%	PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Combined	18%	25%	44%	25%	38%	40%
PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																							
Combined	27%	25%	26%	21%	28%	36%																							
PP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																							
Combined	18%	25%	44%	25%	38%	40%																							
<p>Phonics attainment</p>	<p>Achieve national average expected standard in PSC.</p>																												
<p>Improve attendance</p>	<p>Improve attendance of disadvantaged pupils.</p> <p>Autumn 2023 PP attendance: 92.54% compared to 95.57% for 'All' pupils.</p> <p>Vulnerable children list each month – most of them are PP. Started a VIP project where each child on the vulnerable list has a designated adult that checks in on them each week and builds up a relationship with the child.</p> <p>Spring 2024 PP attendance: 91.78% compared to 94.90% for 'All' pupils</p>																												
<p>Encouraging wider reading and writing opportunities</p>	<p>Accelerated progress measures (see first line). Positive learning behaviours towards Reading and Writing.</p> <p><b>Autumn 2023</b> – KS1 Can Bears Ski? theatre show visit; Panto visit for the whole school; Advent calendar of books given to each class (1 for each week in December); Let's Read gave all Y2 children a book to keep and take home (Some were very excited that there were Mr Majieka books to choose as this was the first advent book in one of the classes); More able workshops hosted here for local schools; HT, DHT assemblies usually based around books/stories; workshops on Reading and Phonics provided to our parents; Stay and Read in KS1</p> <p><b>Spring 2024</b></p>																												

	<p>Book week including dress up day; More able workshops hosted here for local schools – one was based on poetry and the children were very enthusiastic when discussing their day; Book Fair; Friends of Westfield gave all children a book and they all received a Book Day voucher; Let's Read continued and they gave all Year 2 children a book at the end of term; HT/DHT assemblies continue to have a book theme to promote a certain aspect e.g. Diversity; Stay and Read in KS1</p>
<p>PP children to have academic and social opportunities</p>	<p>PP children prioritised for clubs, responsibilities and shows/assemblies  PP children will take up 30% of club spaces  PP children prioritised for academic interventions</p> <p>C40% of club spaces taken up by PP in Autumn 2023.  1/6 of Well-being ambassadors are PP with another on the vulnerable list.  27% of the Sports Crew are PP.  17% of School Councillors are PP.</p> <p><b>Workshops, Trips, opportunities etc. Autumn 2023</b>  Mayford Grange – Y3 and Choir  Paralympian Assembly/workshops  Let's Read  WW2 workshops  Stranger Danger Magic Show (EYFS, KS1)  Author visit/book signing  Well-being Wednesdays (termly for families)  Anti-bullying workshops and theatre show  Y6 Re-start a heart workshop  Y6 Motivational/Aspirational workshop  Y3 trip to Pizza Express  Parent/child cooking courses  Fire Safety talks Ys2, 5  Engage Christmas Assembly (from local Church)</p> <p><b>Spring 2024</b>  Year 3 continue to visit Mayford Grange every other week  Let's Read  Life Bus  Dance 4 all workshops – KS1 and Reception  PP Sports Enrichment sessions with Plaedies  Writing Week – Take one Picture  Young Voices 02  Children's Mental Health Week – My Voice Matters  Book Week  Dress up Days – Book Day; Dress to Express  Coram Mental Health Workshops Years 1 and 3 – Emotional Self-regulation  Year 3 regularly visiting Mayford Grange  World Thinking Day  Chicks hatching in Reception  Farm Visit for Reception  Delight Rainforest Retreat – Year 4 experience (Art/Writing)</p>

	<p>Year 5 trip to Parliament          Outdoor Maths Day – Whole School          Urban Strides Workshops for Years 2, 4, 5 and 6          Well-being Week          Well-being Wednesday – Parents/Families</p>																																																																																																
<p>Quality First Teaching provides effective differentiation to support PP children and appropriate interventions are delivered</p>	<table border="1"> <thead> <tr> <th colspan="2">Reading</th> </tr> <tr> <th>PP</th> <th>% at age related (TA)</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td>36%</td></tr> <tr><td>Year 2</td><td>38%</td></tr> <tr><td>Year 3</td><td>41%</td></tr> <tr><td>Year 4</td><td>36%</td></tr> <tr><td>Year 5</td><td>52%</td></tr> <tr><td>Year 6</td><td>55%</td></tr> </tbody> </table> <p>*SP PM should be 2</p> <table border="1"> <thead> <tr> <th colspan="2">Writing</th> </tr> <tr> <th>PP</th> <th>% at age related (TA)</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td>27%</td></tr> <tr><td>Year 2</td><td>25%</td></tr> <tr><td>Year 3</td><td>26%</td></tr> <tr><td>Year 4</td><td>21%</td></tr> <tr><td>Year 5</td><td>36%</td></tr> <tr><td>Year 6</td><td>36%</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Maths</th> </tr> <tr> <th>PP</th> <th>% at age related (TA)</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td>36%</td></tr> <tr><td>Year 2</td><td>44%</td></tr> <tr><td>Year 3</td><td>41%</td></tr> <tr><td>Year 4</td><td>21%</td></tr> <tr><td>Year 5</td><td>48%</td></tr> <tr><td>Year 6</td><td>45%</td></tr> </tbody> </table> <p>Termly Pupil Progress meetings will identify appropriate children and support.          Interventions reviewed to establish effectiveness (data and observations)          CPD delivered to staff and used by staff to support SDP writing targets          Data analysis will show accelerated progress for PP children and improvements in attainment.</p> <p><b>Autumn 2023</b>  <b>Progress and Attainment for PP</b>          Test progress shows accelerated progress in Reading for all Year groups except Y2.          Accelerated progress in Ys1, 5, 6 for Writing.          Accelerated progress in Ys3, 5, 6 for Maths.</p> <p><b>Spring 2024</b>          Test progress shows accelerated progress in Years 3-5 in Reading.          Accelerated progress in Years 1, 3, 4 and 6 for Writing.          Test progress shows accelerated progress in Years 1 and 3 for Maths.</p> <table border="1"> <thead> <tr> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>PP</th> <th>% at age related (TA)</th> <th>PP</th> <th>% at age related (TA)</th> <th>PP</th> <th>% at age related (TA)</th> </tr> </thead> <tbody> <tr><td>Year 1</td><td>27%</td><td>Year 1</td><td>18%</td><td>Year 1</td><td>45%</td></tr> <tr><td>Year 2</td><td>38%</td><td>Year 2</td><td>25%</td><td>Year 2</td><td>44%</td></tr> <tr><td>Year 3</td><td>63%</td><td>Year 3</td><td>52%</td><td>Year 3</td><td>52%</td></tr> <tr><td>Year 4</td><td>42%</td><td>Year 4</td><td>25%</td><td>Year 4</td><td>42%</td></tr> <tr><td>Year 5</td><td>62%</td><td>Year 5</td><td>38%</td><td>Year 5</td><td>54%</td></tr> <tr><td>Year 6</td><td>50%</td><td>Year 6</td><td>45%</td><td>Year 6</td><td>45%</td></tr> </tbody> </table> <p>*SP PM should be 4</p>	Reading		PP	% at age related (TA)	Year 1	36%	Year 2	38%	Year 3	41%	Year 4	36%	Year 5	52%	Year 6	55%	Writing		PP	% at age related (TA)	Year 1	27%	Year 2	25%	Year 3	26%	Year 4	21%	Year 5	36%	Year 6	36%	Maths		PP	% at age related (TA)	Year 1	36%	Year 2	44%	Year 3	41%	Year 4	21%	Year 5	48%	Year 6	45%	Reading		Writing		Maths		PP	% at age related (TA)	PP	% at age related (TA)	PP	% at age related (TA)	Year 1	27%	Year 1	18%	Year 1	45%	Year 2	38%	Year 2	25%	Year 2	44%	Year 3	63%	Year 3	52%	Year 3	52%	Year 4	42%	Year 4	25%	Year 4	42%	Year 5	62%	Year 5	38%	Year 5	54%	Year 6	50%	Year 6	45%	Year 6	45%
Reading																																																																																																	
PP	% at age related (TA)																																																																																																
Year 1	36%																																																																																																
Year 2	38%																																																																																																
Year 3	41%																																																																																																
Year 4	36%																																																																																																
Year 5	52%																																																																																																
Year 6	55%																																																																																																
Writing																																																																																																	
PP	% at age related (TA)																																																																																																
Year 1	27%																																																																																																
Year 2	25%																																																																																																
Year 3	26%																																																																																																
Year 4	21%																																																																																																
Year 5	36%																																																																																																
Year 6	36%																																																																																																
Maths																																																																																																	
PP	% at age related (TA)																																																																																																
Year 1	36%																																																																																																
Year 2	44%																																																																																																
Year 3	41%																																																																																																
Year 4	21%																																																																																																
Year 5	48%																																																																																																
Year 6	45%																																																																																																
Reading		Writing		Maths																																																																																													
PP	% at age related (TA)	PP	% at age related (TA)	PP	% at age related (TA)																																																																																												
Year 1	27%	Year 1	18%	Year 1	45%																																																																																												
Year 2	38%	Year 2	25%	Year 2	44%																																																																																												
Year 3	63%	Year 3	52%	Year 3	52%																																																																																												
Year 4	42%	Year 4	25%	Year 4	42%																																																																																												
Year 5	62%	Year 5	38%	Year 5	54%																																																																																												
Year 6	50%	Year 6	45%	Year 6	45%																																																																																												

## 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: £ 82,671.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small groups in class	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1 3

supported by LSA for differentiated groups	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	4 6 7
Embed RWI training and methodology including Ruth Miskin School portal subscription	EEF documents <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  RWI provide high-quality resources and structured support to promote sounds for reading and writing.	1 3 4 5 6 7
Embed Cracking Comprehension further to support reading comprehension skills	Years 2-6 Cracking Comprehension allows teachers to model and children to practise those skills and techniques needed to improve reading skills with a mix of interactive whiteboard activities, practice texts and assessments tasks. It exposes them to a wider range of texts and vocabulary. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1 5 7
INSET, twilights and staff training on Inclusive classrooms, Kagan Principles and Zones of Regulation to support learning and well-being in the school. SENCO course, PPM meetings, Leadership time	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>  Adaptations and support to up-skill staff in order to ensure co-operative learning and children that are ready and able to learn.  Writing strategies will up-skill staff to give Quality First Teaching and quality interventions as staff confidence and skills will be improved.	1 2 4 5 7

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

Budgeted cost: £ 18,945.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivering targeted, interventions in school following identification of needs during pupil progress meetings including SHINE Reading, SHINE Maths, Talk Boost, Colourful Semantics, Lego Therapy Delight for Y4, Now Press Play RWI	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  Structured interventions that support the development of specific needs within a subject e.g. division, inference, vocab, speech and language.	1 3 4 5 6 7
Establish small group writing interventions for PP children falling behind age-related expectations (JC) Recovery Premium	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>  The groups give children the opportunity to focus on small, very specific skills and apply it to their writing.	1 3 4 6 7

### Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £102788.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading vending machine	Promoting the love of reading and access to high quality reading materials for all children throughout the school	3 4 6 7
Workshops and curriculum days to provide cultural capital experiences (e.g. Stone	Culture capital focus to give opportunities and experiences to children. This assists in aspirations and background knowledge. <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>	2 3 4 6 7

Age Day, Motivational Y6 workshop, Delight in Y4)	<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>	
Inclusion team to support vulnerable PP children and their parents e.g. social skills, restorative approaches, Zen Den, Tranquillity Cover, Dragon's lair; parental courses; parent hub	<p><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> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><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> <p>The support for the children improves their well-being and attitude towards school and learning. This in turn then improves attendance. The skills learnt and developed are essential for good outcomes throughout school and in their adult life.</p> <p>Parent groups and drop ins for parents of vulnerable families encourages a more stable, supportive atmosphere at home which in turns improves the well-being of the children and attendance.</p>	2 3 4 5 7
FSM costs	Additional cost of meals for PP pupils for the school.	All

**Total budgeted cost: £ 204,405.86**

## **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 2022 to 2023 academic year.

#### **2023 KS2 SATs**

Progress measures: awaiting data from DFE

Combined: PP combined attainment to be 51% (2019 National PP level).

PP at Westfield achieved 21% combined in SATs 2019 and 35% in 2022 (Perspective Lite).

SATs 2023 at Westfield was 26%

#### **2023 KS1 SATs (Perspective Lite)**

52% of PP children achieved expected levels in Reading compared to 54% of PP nationally.

38% of PP children achieved expected levels in Writing compared to 45% of PP nationally.

48% of PP children achieved expected levels in Maths compared to 56% of PP nationally.

#### **2023 Phonics**

Year 1 Phonics 2023 – 53% of PP children passed (8/15) compared to 60% of all pupils.

Year 2 Phonics 2023 - 77% of PP pupils passed (17/22) compared to 85% of all pupils.

#### **2023 EYFS**

44% of PP children gained GLD compared to 52% nationally.

#### **2023 Internal data:**

Summer 23 – 34% of PP children achieved at least expected combined levels in the whole school.

## 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*

<b>Programme</b>	<b>Provider</b>
RWI Phonics	RWI
RWI Spelling	RWI
NELI	NELI
Action Words	Action Words
Talk Boost	Talk Boost
Lego Therapy	Lego Therapy
SHINE	Rising Stars
Kagan Principles	Kagan Principles
Toe-by-Toe	Toe-by-Toe
Zones of Regulation	Zones of Regulation