

# Howe Dell Pupil premium strategy statement: 2022-2025

This statement details our school's use of pupil premium 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	Howe Dell Primary School (with Nursery)
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022 to July 2025
Date this statement was first published	December 2022
Date on which it will be reviewed	December 2023 and July 2024
Statement authorised by	Miss Prickett
Pupil premium leads	Miss Prickett (Executive Head Teacher) Miss Ewen (AHT and PPG Championer)
Governor lead	Mrs Nicola Winch

## Funding overview (2023-2024 Financial Year)

Detail	Amount
Pupil premium funding allocation this academic year	£86 879
Recovery premium funding allocation this academic year	£4 351
EYPP Grant	£2 824
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£94 054</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the barriers they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress and provision for those who are already achieving curriculum expectations. We also consider the challenges faced by pupils who are experiencing other vulnerabilities, such as those who have a social worker and young carers. The activities we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

Howe Dell is committed to 'great' learning and teaching for all pupils however we are acutely aware of the importance of targeting bespoke support to disadvantaged pupils so firstly they are 'ready to learn' which enables us to support them to build great learning behaviours and provide the support to accelerate progress. This approach is proven to have the greatest impact on closing the disadvantage attainment gap. Concurrently, our non-disadvantaged pupils will also benefit.

Our approach will be responsive to common barriers and individual needs which are identified through diagnostic assessment and pastoral identification. This strategy was written by the new Head Teacher following the conclusion of the previous strategy in July 2022. Following a full review, the Strategy uses a range of approaches that complement each other to enable learners to excel.

To ensure the approaches are effective we will:

- Have a dedicated 'pupil premium' championer (Senior Leader) to act as a 'critical friend' and regularly review the provision for individual pupils
- Act early to intervene at the point where additional support is identified
- Implement and embed a new Curriculum model to provide disadvantaged learners with the knowledge, skills and vocabulary to enable them to achieve in line with their peers
- Ensure the team (leaders, teachers and support staff) has the knowledge and skills to deliver the new curriculum model
- Ensure expectations for disadvantaged pupils is high and the work set has appropriate challenge
- Ensure the whole school team take responsibility for the outcomes of disadvantage pupils

## Challenges

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

Challenge number	Detail of challenge
1	Learners with multiple barriers to learning in particular those with SEND and those with Speech and Language difficulties and delay. This includes under-developed oral language skills amongst many disadvantaged learners from Nursery through to Key Stage 2
2	The impact of SEMH needs, low self-esteem and learner resilience which impacts upon the attainment of our disadvantaged pupils. Purposeful parental partnership to enable parents to value learning and have raised aspirations for their children.
3	Early Reading (phonics) to continue to be a focus for our disadvantaged learners to reduce the attainment gap and to develop them as fluent readers. For those readers in Year 3+, our data shows that disadvantaged learners attain lower than their peers. These learners need to secure Early Reading knowledge to enable them to develop fluency and comprehension skills.
4	High mobility of pupils within the context of our school (University town with parents who are UH students / employees).
5	The legacy impact of COVID19 and lockdown on attainment of disadvantaged pupils
6	Internal and external moderation assessments indicate that Writing attainment amongst disadvantaged pupils is significantly below that of non-disadvantaged pupils

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2025**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral and language skills and vocabulary among disadvantaged learners	Assessments (formative, summative and specific assessments eg WellComm) and end of year outcomes indicates significantly improved oral language amongst disadvantaged learners. <b>Evidence:</b> participation in lessons, pupil book studies and work scrutiny.
Provide specialist provision to support pupils with SEMH enabling them to achieve and sustain improved well-being.	Provision for individuals / groups of learners will enable learners to manage their anxieties and express themselves through their emotional literacy skills. Learners 'ready to learn'. Inclusion Hub to deliver individual and group programmes. Learners effectively engaging with Curriculum through adaptive teaching. Increase in participation in extra-curricular / enrichment activities through targeted approach. <b>Evidence:</b> Reduction of difficult behaviour in class incidents , Leuvin and Boxhall profile data, book studies, pupil voice, termly club participation analysis

<p>Improved reading attainment among disadvantaged pupils.</p>	<p>End of KS2 Reading outcomes in 2024/2025 at least in line with National outcomes. Over the years, improved outcomes in Communication and Reading for disadvantaged learners at the end of Reception, Phonics screening and end of KS1.</p> <p><b>Evidence:</b> end of year outcomes data, phonics assessments</p>
<p>Disadvantaged learners make strong progress through quality first teaching and high quality targeted support.</p>	<p>Curriculum model fully implemented and disadvantaged learners making accelerated progress. Gap in attainment narrowed. Teaching and support team demonstrate 'expert' knowledge and able to identify and plug gaps in knowledge, skills and vocabulary for learners joining the school as in-year admissions. High quality 'in the moment' feedback.</p> <p>CPD programme providing staff with skills and knowledge to adapt teaching.</p> <p><b>Evidence:</b> POMs, termly PD overview, PD evaluations, 'intervention' impact reports</p>
<p>To provide high quality TA targeted support including dialogue time with teachers to support disadvantaged learners make strong progress.</p>	<p>Targeted support provision in place to meet bespoke needs. Provision is precise and based upon formative and summative assessments. Disadvantaged learners making year on year accelerated progress. Attainment gap narrowed.</p> <p><b>Evidence:</b> Leuven, Boxhall, WellComm, Learning Walks, book studies, POMs, end of year attainment outcomes</p>
<p>Improved writing attainment for disadvantaged pupils at the end of KS2.</p>	<p>Writing outcomes at end of KS2 in 2024/2025 show that more than 60% of disadvantaged pupils met the expected standard.</p> <p>New Curriculum model has vocabulary at the core and transfer of skills into writing. Bespoke small group intervention programme delivered by teachers and trained support staff.</p> <p>Evidence: end of year outcomes, book studies, moderation, monitoring</p>

## Activity in this academic year (2023-2024)

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

### High Quality Teaching (for example, PD, recruitment and retention)

Budgeted cost: £ 42 112

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership of standards and pupil premium (Pupil Premium Championer) 25% of FTE</p>	<p>Evidence from high-performing primary schools, regardless of socio-economic context, have prioritised:</p> <ul style="list-style-type: none"> <li>• Strong and visionary school leadership</li> <li>• Shared sense of purpose</li> <li>• Engaging parents and carers</li> <li>• High quality teaching</li> </ul>	<p>1,2,3,4,5,6</p>
<p>A committed programme of professional development for teachers and support staff</p>	<p>School leaders should focus on a smaller number of priorities that will have the biggest impact. Leaders need to focus upon the implementation and evaluate the impact.</p> <p>A tiered approach needs to be adopted with a focus on improving teaching which is achieved by ongoing high-quality professional development. All staff are responsible for disadvantaged pupils. High quality PD improves quality first teaching</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a> Updated April 2022</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development</a></p>	
<p>Purchase of Curriculum resources including SSP linked resources</p>	<p>Curriculum resources that explicitly teach vocabulary has a strong evidence base that indicates a positive impact on communication and reading. Phonics approaches (with fidelity to the SSP) indicates a positive impact on the accuracy of word reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	<p>1,2,3,4,5,6</p>
<p>Recruitment, retention and PD for qualified teachers and support team for Nursery learners. (EYPP)</p>	<p>It is well evidenced that high quality interactions where adults talk with learners enable children to develop language acquisition. Adults within early years play a vital role in modelling effective language and communication.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p>	<p>1,2,3,5</p>

<p>Improve the quality of social and emotional learning.</p> <p>Therapeutic approaches embedded into practice that includes regular PD opportunities for staff</p>	<p>There is extensive evidence that disadvantaged learners have weaker SEL skills at all ages than their peers. Effective SEL can lead to 4 months of learning gains over an academic year.</p> <p>Therapeutic approaches modelled by leaders and Inclusion Hub team</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	1,2,4,5,6
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 45 558

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Speech, language &amp; communication TA</b></p> <p>Provision of bespoke targeted support for children with speech and language barriers across the school.</p>	<p>Speech, language and communication interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impact on attainment</p> <p><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></p>	1,3,5
<p><b>'Keep up' provision for targeted children in KS1 and KS2</b></p>	<p>Small group intervention has an average impact of four months' additional progress over a year. Using qualified teachers and providing training to the staff that deliver small group intervention is likely to increase impact</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	2,4,5,6
<p><b>Delivery of phonics based interventions enabling teacher-led and TA led targeted small groups across EYs, KS1 and as appropriate in KS2</b></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged learners. Following the implementation of Little Wandle (SSP) in November 2021, priorities for 2023-2024 are around ensuring high quality consistent delivery of 'catch up' interventions, upskilling of new practitioners, implementation of reading practice (for new academic year) and supporting parents with phonics practise at home.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	3,4,6

<b>Targeted teaching assistant support &amp; PD</b> – to deliver high quality individual and small group targeted support	<p>This use of teaching assistants shows a consistent impact on attainment of approximately three to four additional months' progress. Pupil outcome meetings have driven the focus for the vulnerable learners.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1,2,3,4,5,6
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 47 168

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Partnerships and community manager and Family Support Worker Service</b> Parent support worker who provides a wide range of support to vulnerable families; DDSL, attendance and family engagement	<p>The average impact of the parental engagement approaches is about an additional four month' progress over the course of the year. There are also higher impacts for pupils with low prior attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	2,5
<b>Pastoral work</b> Bespoke support led by TA within Inclusion Hub	<p>High quality therapeutic intervention targeted at children with emotional, behavioural or learning difficulties</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	1,2,5
<b>Inclusion support</b> (Inclusion Hub Leader) Additional professional and administrative support to Inclusion lead in relation to disadvantaged pupils with SEND and inclusion needs	<p>Recommendations are made that SEND learners make the greatest progress when schools:</p> <ul style="list-style-type: none"> <li>• Create a positive and supportive environment for all pupils without exception</li> <li>• Build an ongoing, holistic understanding of pupils and their needs</li> <li>• Understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review'</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send-EEF-March-2020">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send-EEF-March-2020</a></p>	1,2,4,5
<b>Curriculum entitlement enrichment</b>  Allocated funds to enable disadvantaged learners to access curriculum enrichment and extra-curricular activities	<p>Participating in the Arts facilities three months progress. Such programmes needs to be effectively implemented.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	1,2,3,4,5,6

**Total budgeted cost: £ 134 838**

## 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.

In 2022-2023, PPG and vulnerable learners were at the forefront of monitoring and discussions with class teachers, support staff and external professionals with the focus on pupil outcomes. Raising the individual profiles of disadvantaged learners meant that provision aligns with need.

In Early Years, 75% of the cohort achieved a Good Level of Development (45% in 2021). 2 out of 3 disadvantaged learners met end of year expectations in Communication and Language and achieved the GLD. For children who did not achieve GLD, a bespoke handover occurred to enable targeted support in Year 1.

Little Wandle SSP was implemented in November 2021. 75% of all learners met the phonics screening expected standard with 82% of the disadvantaged learners meeting the standard. Targeted support packages had impact for the Year 1 cohort. When the data excludes the in-year admissions, the percentage is 85%. Strategy spend for the 2022-2025 strategy will continue to focus on Communication and Early Reading to support the in-year admissions who have are new to UK schools.

At the end of KS1, Reading outcomes for disadvantaged learners was in line with National (this is now consistent for two years). Maths outcomes increased by 12% making this broadly in line with National. The detrimental impact of COVID has meant that there are still gaps in writing knowledge. Outcomes improved in 2023 drawing the school data closer with National. Application of Reading to Writing continues to be a priority with PD from external sources supporting the team.

From the Year 2 phonics screening outcomes further support through the embedding of the 'catch up' programme is required as the low levels of GLD attainment from 2021 and gaps in knowledge is still impacting on outcomes. Early Reading for disadvantaged learners and those with additional barriers to learning (now in Year 3) is a priority and part of the Strategy.

In KS2, many of our vulnerable learners have multiple barriers to learning and the actual impact on mental health and well-being linked to pandemic issues was evident. In 2022-2023, expectations for all learners were raised and gaps in learning, skills and knowledge were plugged through first quality teaching and targeted support. The new curriculum model has been fully implemented which is deep-rooted in language acquisition. With the learning of skills, knowledge and vocabulary building over the year and years. This model enables disadvantaged learners to be effectively 'scaffolded' to access the curriculum and apply knowledge, skills and vocabulary across the subjects. Scaffolding and consistent modelling across the year groups is a priority focus which is actioned through high quality PD.

End of KS2 2023 outcomes improved from 2022. Progress for Reading and Maths was above average and Writing was average. Attainment average scores for Reading (105) and Maths (104) aligned with National. More disadvantaged learners achieved the combined expected outcomes in 2023 than 2022. Average score for Reading: 102 (99.9 2022) and Maths 100 (96.1). Impact of targeted support is reflected in these outcomes along with high quality first teaching. This practice will continue for 2023-2024 academic year and reviewed following outcomes.

Benefiting from the wider strategies available, disadvantaged learners are becoming more resilient and are 'ready to learn'. As part of the provision, the school has invested in the Family Support Worker Service to enable the school to focus on learning and teaching and the wider family support to be met through this service.

Chosen approach	Evaluated impact	Lessons learned	Impact RAG
<b>Leadership of standards and PP</b> AHT PP Championer from January 2021	<p>Profile of most vulnerable children raised across the school with strategic leadership.</p> <ul style="list-style-type: none"> <li>Improving high quality first teaching, learning and assessment for disadvantaged through robust performance appraisal</li> <li>Securing targeted and specialist support for disadvantaged learners with complex vulnerabilities e.g. attendance, child protection, family support</li> <li>Early intervention – vulnerable learners prioritised</li> <li>Reviewing provision, mapping provision to meet need and monitoring impact of implementation</li> <li>Detailed tracking of outcomes of disadvantaged learners, including through pupil outcome meetings</li> </ul>	Maintain	<b>G</b>
<b>Professional development for teachers and support staff</b>  (Including purchase of curriculum resources)	<p>Professional dialogue for vulnerable learners occur during directed time ensuring these strategic conversations are valued.</p> <p>Programme of PD outlined following data analysis of 2023 outcomes. CUSP resources are embedding into practice with robust monitoring (through book studies). CUSP Curriculum includes PD. SSP continues to embed with new 'catch up' resources implemented.</p>	<p>Maintain</p> <p>Review PD for support staff using TLA more effectively.</p>	<b>G</b>
<b>Recruitment, Retention and PD for qualified teachers and support team for Nursery learners</b>  (EYPPG)	<p>High quality PD opportunities for EYs team members to ensure high quality practice commencing in Nursery. Nursery teacher successfully completed ECT requirements and accessed range of PD during 2022-2023 academic year.</p> <p>Dedicated strategic time for teachers to collaborate enabled vulnerable learners in Nursery to make strong progress and achieve end of year expectations.</p>	<p>Maintain</p> <p>Increase support staff for Sept 23 re transition of need outcomes</p>	<b>G</b>
<b>Improve the quality of SEL.</b>  Therapeutic approaches embedded into practice including ongoing PD for staff	<p>Capacity was outstripped by demand. Well-being club for KS1 learners added in addition to KS2 well-being club. Feedback from learners and parents was positive.</p> <p>Barrier for some learners was Reading. TA who supported individuals primarily with SEL delivering reading programmes. Positive impact as learners involved with curriculum.</p> <p>SEL support included bespoke packages for groups and individuals, work within classrooms and playgrounds to support emotional regulation and resilience.</p>	<p>Maintain</p> <p>SEL needs higher than originally determined further strategies for 2023 to be implemented</p>	<b>G</b>

	New Curriculum has had a positive impact of SEL as scaffolds in place, environments are more conducive to learning with individual learning plans providing the learning breaks required. Inclusion room space used more purposefully.		
<b>'Keep up' provision for targeted children across the school</b>	<p>Pupil set up meetings (new for September 2022) and pupil outcome meetings (December 2022) enabled priorities to be identified and impact of Autumn term provision effectively evaluated. From this meeting, provision was reviewed to ensure the gaps in components are swiftly addressed.</p> <p>Impact of provision reviewed termly at POMs ensuring that disadvantaged learners received targeted academic support.</p> <p>Small group support during the school day and additional focus groups (led by teachers) targeted specific gaps enabling strong progress to be made, especially for Year 6 learners.</p> <p>TAs (2 hours per week) delivering programmes bespoke to need. This included 'Catch up' phonics. Data evidence shows that disadvantaged learners benefited from this bespoke support.</p>	<p>Maintain</p> <p>Higher numbers of vulnerable learners are in KS2. Ensure deployment is accurate.</p>	G
<b>Speech, language and communication</b>	<p>SALT provision in place for Nursery and Reception learners using WellComm Screening. Intense package of support in place across the year. 92% achieving GLD in S&amp;L.</p> <p>S&amp;L support across the school for learners who have advice from SALT therapists and for those awaiting SALT assessments.</p> <p>Support also includes Reading Revival programmes where external advice identifies that phonics is not having the intended impact.</p>	<p>Maintain</p> <p>Due to long waiting lists to access SALT therapists, school to provide the support</p>	G
<p><b>Inclusion support (Deputy INCo)</b></p> <p>Additional professional and administrative support to Inclusion lead in relation to disadvantaged pupils with SEND and inclusion needs</p>	<p>Development of:</p> <ul style="list-style-type: none"> <li>• EHCP applications</li> <li>• Single Service Requests</li> <li>• Medical need care plans</li> <li>• SEL support</li> </ul>	<p>Maintain</p> <p>Review role re context for 2023-2024 plan</p>	G

<b>Partnership and Community manager and Family support worker service</b>	<p>Priority focus:</p> <ul style="list-style-type: none"> <li>• 'Team around the family meetings'</li> <li>• Analysis of vulnerable children data</li> <li>• Child Protection conferences / core group meetings</li> <li>• CIN meetings</li> <li>• Extended day / play scheme opportunities</li> <li>• Lead co-ordinator for S17 / S47 requests</li> <li>• Parental liaison (FSW) providing additional resources for vulnerable families</li> </ul> <p>FSW team having positive impact with children and their families.</p>	<p>P&amp;C Manager % reduced from 60% to 40% to reflect lower number of CP cases.</p>	<b>G</b>
<b>Curriculum entitlement enrichment.</b>  Funds to enable disadvantaged learners have full access to the curriculum and extra-curricular activities.	<p>All disadvantaged learners had full curriculum entitlement (swimming, school journeys, First Access (Music) in 2022-2023.</p> <p>With implementation of new curriculum model in September 2022, enrichment activities were purposeful and enhance learning opportunities.</p> <p>Extra-curricular provision specifically targeted vulnerable learners to access activities that parents would not prioritise spend due to financial constraints.</p>	<p>Maintain Purposeful learning curriculum enrichment opportunities</p>	<b>G</b>
<p>The Pupil Premium evaluation and impact report July 2023 is a more detailed review and outlines spending priorities for 2023-2024 Academic Year.</p>			

## Externally provided programmes

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

Programme	Provider
NA	

## Further information (optional)

The current PPG strategy was written by the Head Teacher and Deputy Head teacher in September 2022 enabling the new Head Teacher to undertake a thorough review of previous spend priorities.

This strategy is based on attainment outcomes and ensuring provision 'wraps around' the child. External factors are impacting on all learners and therefore early intervention (Communication, language and Early Reading) is crucial to enable disadvantaged learners to achieve in line with their non-disadvantaged peers. Hence why Early Reading has been prioritised along with Communication and Language in the 2022-2025 Strategy.

The new curriculum was fully implemented in September 2022. The design of this curriculum enables all learners to take a fully active role as scaffolding and modelling is key. There are many practical and investigative aspects to this Curriculum which is capturing enthusiasm and improving engagement. The school has invested significantly in professional development for teachers to understand the pedagogy on how learners learn enabling them to deliver high quality learning and teaching sessions. This professional development is widening to the support team to enable them to enhance their skills.

From the July 2023 review, it was clear that the pastoral and well-being support had had a positive impact on our vulnerable learners. They have been applying their strategies and are far more resilient in the classroom. This has enabled the school to refine the strategy to build on SEL and include wider academic support.

The school is aware that all vulnerable learners have bespoke needs so common challenges and individual needs are into account when writing the 2022-2025 strategy.