

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery 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	Data 2023/24
School name	Highley Community Primary School	
Number of pupils in school	246	246
Proportion (%) of pupil premium eligible pupils	28.5% (70 children) PP funding based on 62 eligible children	28.5% 70 children
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3	
Date this statement was published	December 2023	
Date on which it will be reviewed	Autumn 2026	
Statement authorised by	Tom Plim	
Pupil premium lead	Tom Plim	
Governor / Trustee lead	Lyzann Castilino	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023-2024)	£86,540
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	£86,540

Part A: Pupil premium strategy plan

Statement of intent

At Highley Community Primary School we want the Pupil Premium funding to make a difference. It is used to help our pupils to overcome any challenges they may encounter, embedding our whole school vision of learning. We endeavour to use the Pupil Premium grant to maximum effect to ensure that disadvantage is no barrier to participation and achievement. We aspire to provide opportunities in all aspects of school life, for our disadvantaged children to be the very best that they can and to develop a lifelong love of learning and to develop high aspirations and ambitions for their future whilst here at Highley Community Primary School.

Our approach will carefully consider and be responsive to the challenges faced by our pupils. These will be identified through the use of diagnostic assessments, not assumptions or generalisations made around disadvantage. To address these challenges, appropriate and carefully selected strategies will be adopted. Inevitably, many of the challenges identified are not just specific to our disadvantaged pupils and the strategies used will have a whole school impact. Similarly, the approaches we adopt will complement each of our values to support pupils in fulfilling our vision, ensuring that they are challenged in everything that they do.

Our strategy is fully embedded within our school development plan and the challenges identified for our disadvantaged children are clearly linked to the following goals outlined in the plan:

- To ensure support for all children to catch up lost ground following the disruptions of Covid, with a particular focus on children with SEN, vulnerable and disadvantaged pupils.
- Continuously improve, developing quality and consistency in teaching and learning
- To improve levels of attendance of disadvantaged pupils.

Our approach sees high quality teaching at the heart of our approach as this is proven to have the greatest impact on closing the disadvantaged attainment gap as well as benefitting the non-disadvantaged in our school. It is our intended outcome that there will be progress for the disadvantaged pupils alongside sustained and improved attainment for the non-disadvantaged.

To make sure that this strategy is effective, we have identified that early intervention is key and that this is a whole school approach in which all staff take responsibility for our disadvantaged pupils' outcomes and raise expectations of what they can achieve. We will create a no glass ceiling culture, eliminating any unconscious bias towards disadvantaged pupils. To ensure they are effective, we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- work with all staff and the wider community to develop a whole-school ethos which is rooted in equity: the right support for those who need it, at the right time
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The range of provision the Governors consider making for this group include and are not limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' provision to each Year Group - providing small group work with an experienced teacher/HLTA/TA focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Pupil Premium resources are to be used to also target also high attaining children on Free School Meals to achieve Age Related Expectations that are at greater depth
- Transition from primary to secondary and transition internally and into EYFS from pre-schools
- Additional learning support
- Pay, where needed for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom
- Support the funding of specialist learning software where appropriate
- To extend PE provision by offering after free and targeted school clubs and provision during some holidays (HAF programme)
- To allow the children to learn a musical instrument and to sing in a choir
- Behaviour and nurture support during lunchtimes and some afternoons by providing activities to engage and promote our school values and thus enhance learning

Information updated as of Dec 2023:

	2023/2024 (DfE Get Information about Schools)	2023/2024 (School-based data)
Year R	0	1
Year 1	1	7
Year 2	8	10
Year 3	12	13
Year 4	4	7
Year 5	13	15
Year 6	13	17
Year 7	11	N/A
Total	62	70

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Some of our pupils experience multiple challenges and the list below is by no means exhaustive. It summarises the most prevalent of challenges for our broad definition of ‘disadvantaged’ pupils.

Challenge number	Detail of challenge
1	Attendance and punctuality: our attendance data from Analyse School Performance (ASP) for the academic year 2022 – 2023 shows that the attendance of our disadvantaged children is currently not in line with the rest of the school or meeting the schools target of 96%. ASP absence information indicates that the gap between disadvantaged and non-disadvantaged pupils is 3.4%. Absent data also suggests that a greater % of disadvantaged pupils have been ‘persistently absent’ compared to non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.
2	Reading, Writing and Mathematics: using internal and external data from the academic year 2022-2023, a significant percentage of our disadvantaged children are currently working below expected levels in Reading, Writing, and Mathematics despite interventions. Some children require a high level of support to ensure access and engagement with learning. A significant proportion of pupils in our school who have identified Special Educational Needs or Disabilities (SEND) are also in receipt of Pupil Premium funding.
3	Our disadvantaged children have low self-esteem and do not have aspirations and positive role models. A number of disadvantage children are emotionally vulnerable with many suffering from mental health difficulties, including social and emotional difficulties (friendship issues, family issues, anxiety). In addition, there is a small key group of disadvantaged children who display behavioural difficulties and struggle to regulate their emotions. Teacher referrals for support have markedly increased during the pandemic.
4	Our disadvantaged children are not all experiencing enriched opportunities for play and learning within and beyond the classroom. Additional costs limit access to extra-curricular opportunities e.g. clubs, music tuition, etc.
5	Some pupils and their families benefit from Early Help support either at School Level (2), Targeted Early Help (3) or beyond (Level 4). The support that benefits pupils and their families the most is often beyond our universal safeguarding offer and signposting to resources or support.
6	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

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
To achieve and sustain improved attendance for our disadvantaged pupils.	<p>Attendance for disadvantaged pupils is at 96% or greater.</p> <p>Attendance for disadvantaged pupils is the same as or greater than the rest of the school.</p> <p>Attendance for the disadvantaged pupils will be maintained at these levels.</p>
Accelerated progress in reading, writing and maths for disadvantaged pupils	Progress scores from start-points of disadvantaged pupils will exceed progress scores for non-disadvantaged pupils by 2025/26
<p>Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Children are aware of their strengths, abilities and interests and have an understanding of how these can be used in the future. have high self-esteem</p>	<p>Pupils' emotional and mental health needs are met and can access a wide range of resources to support their emotional wellbeing.</p> <p>Through pupil voice, observations and surveys our disadvantaged pupils can demonstrate higher levels of wellbeing.</p> <p>Children have ambitions and are motivated and more resilient to reach their goals.</p> <p>All pupils feel safe and happy at school, maintaining a positive attitude towards their learning, and build positive relationships with their peers and staff members.</p> <p>There is a reduction in behaviour support required for disadvantaged pupils due to increased self-regulation skills and strategies.</p>
All pupils have access and equal opportunities to participate in extra-curricular activity.	<p>All pupils in receipt of pupil premium are able to participate in chosen extra-curricular activity and represent the school if they wish.</p> <p>All pupils attend trips.</p> <p>All pupils attend residential.</p> <p>There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Parents are actively engaged in their child's learning and promote a positive attitude towards education.</p>	<p>Sustained high levels of wellbeing and pupil safety by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, parent surveys and teacher observations • active engagement from families with school level and targeted Early Help plans • pupils who are not having their basic needs met, will be identified quickly and Early Help and Support will be put in place to support and signpost them to relevant agencies and services.

	<ul style="list-style-type: none"> • Families will have an increased understanding of what support they are entitled to and will develop the confidence and independence to access these. • Parental communication is effective. • Parents attend parents’ evenings. • Parents support homework. • Reading records will show a sustained increase in reading for our disadvantaged cohort at home or with other adults in school.
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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: **£55,572**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mastery Teaching</p> <p>Continued training of teachers as Primary Mastery Teachers to develop their own practice of teaching for mastery as well as implementing and embedding the principles across the school.</p> <p>Access to the Shropshire and Worcester Maths Hub Leading Maths programme and the Mastering Number at KS2 for Y4 and Y5 staff members.</p> <p>Cost of cover</p>	<p>The programme is central to addressing the Maths Hubs strategic priority of embedding the teaching for mastery approach in primary schools so that pupils develop the deep knowledge and understanding they need to be fully prepared for the secondary mathematics curriculum. The Mastering Number at KS2 programme aims to secure firm foundations in multiplicative relationships:</p> <p>Mastering Number at KS2 NCETM</p> <p>This approach is supported by the findings from a report published in (2017) by the Fair Education Alliance which looked at schools with good outcomes for disadvantaged children in maths. It’s investigation of 20 schools and Early Years providers, highlights the factors in their success. Many of the schools cite teaching for mastery as a key factor.</p> <p>https://static1.squarespace.com/static/543e665de4b0fbb2b140b291/t/58aaeac429687f223f0ff369/1487596235907/FEA+Numeracy+Report_FV.pdf</p> <ul style="list-style-type: none"> • EEF T& L toolkit, teacher subject knowledge • EEF T &L toolkit, mastery teaching 	2

<p>Writing: develop teacher pedagogy through action research, focused in raising attainment in writing CPD for staff.</p> <p>Phonics: RWI phonics training for those staff new to school/new to Phase Phonics leader to evaluate effectiveness of phonics teaching in each class R-Y2, and KS2, to plan appropriate remedial actions, monitor impact.</p> <p>Cost of cover for staff and for English and Phonics leads</p>	<p>School improvement advisor training staff to teach and work with pupils enhancing their retrieval practice skills and application of prior knowledge. September PD Day training and subsequent INSET and staff meetings around Phonics and Writing pedagogy.</p> <ul style="list-style-type: none"> • EEF T& L toolkit, teacher subject knowledge • Closing the writing gap, Alex Quigley • The Rose Report. • DFE reading framework. • Phonics toolkit EEF + 5months DfE accredited phonics programmes. • Phonics strategies, EEF T&L toolkit <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>2, 4, 6</p>
<p>Class Sizes - contribution towards the funding of an additional class teacher to reduce class sizes to an average of 25 across school, creating more opportunity for intensive intervention.</p> <p>Cost of additional class teacher</p>	<p>Class sizes reduced by funding of additional teacher in KS2.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Reducing Class Sizes:</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 6</p>

<p>Parental support and engagement</p> <p>Cost of cover for PSHE lead</p>	<p>Use of the 'Highley 100+' (passport to success) to promote personal development opportunities and engage parents. Seesaw used as an online platform to promote sharing evidence of children's experiences outside of school and also to share ½ termly project-based homework.</p> <p>The EEF reports that additional homework can have an impact of up to 5 months.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>Planned Open Mornings for writing (including National Poetry Day and World Book Day).</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 5</p>
<p>Focus on disadvantaged children in performance management for teachers and support staff.</p> <p>2 days per term for Assistant Headteachers to lead support staff performance management.</p> <p>Release Time for leading performance management to target attainment of Disadvantaged Pupils</p>	<p>Lead to monitor alongside Assistant Headteachers to closely monitor disadvantaged pupils against the challenges above using a range of techniques e.g. book sampling and pupil voice.</p> <p>Lead TA performance management 6x days a year with a focus on attainment of disadvantaged pupils.</p> <p>Staff additional CPD during staff meetings.</p> <p>Training given to TAs regarding interventions (PP Lead, Phonics lead and SLT) Accelerated reading/times table support/arithmetic/phonics.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 2, 3, 4, 5, 6</p>

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

Budgeted cost: **£47,927**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of interventions to support Speech, Language and Communication (e.g. Talk Boost and 1:1 SALT intervention)</p> <p>Implementation of Talk Boost in EYFS and LKS2</p> <p>L3 in Reception</p> <p>SALT intervention in KS1 4 x pm per week</p> <p>Cost of staff delivering interventions</p>	<p>The intention is that through using this intervention with children during their reception year, it will reduce the need for SALT support as they move into KS1, as we know that speech and language difficulties can affect a range of aspects of children’s development and progress including their academic and social skills.</p> <p>The EEF report the impact of a communication and language approach:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Evidence through pupils historically discharged from service as a result of intervention provided.</p>	<p>2, 6</p>
<p>Reading interventions for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps together with focused support and early intervention in key are as.</p> <p>Support staff are effectively deployed within the classroom to enhance quality first provision, allowing pupils to fully access their learning alongside their peers.</p> <p>Cost of TA deployment 5x afternoons per week in Y1-Y6</p> <p>Budget for LSAT/EP</p>	<p>Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Targeted deployment of teaching assistants, where they are trained to deliver an intervention to small groups or individuals has a higher impact. Additional ‘bespoke’ support and intervention for all PP pupils across EYFS, KS1 and KS2:</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>Identified individuals highlighted within performance management and referenced from EP reports and LSAT costs:</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4, 6</p>

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

Budgeted cost: **£60,996**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement in the Behaviour Hubs programme</p> <p>CPD around Emotion Coaching</p> <p>Cost for staff to attend training with our Lead school</p> <p>Cost of staff to attend school visits, virtual modules and CPD</p>	<p>There is evidence that teaching awareness of emotions and feelings can improve children’s understanding of emotions. This approach may particularly benefit children who are experiencing more stress or less support at home.</p> <p>The existing evidence shows that children as young as two years old can benefit from interventions to support with their awareness of emotions, but it is possible that younger children may also benefit.</p> <p>EEF Personal Social and Emotional Development (educationendowmentfoundation.org.uk)</p>	<p>1, 3</p>
<p>Embedding principles of good practice set out in DfE’s Improving School Attendance advice.</p> <p>In-house attendance officer to improve attendance, who is available to meet with and support families in getting their child into school.</p> <p>Cost of pastoral/family support worker x3 days per week</p>	<p>Improved attendance figures for this group of pupils and a reduction in the number of pupils arriving late to school.</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Pupils able to apply skills learnt through support: increased resilience, self-regulation, independent problem solving.</p> <p>Positive impact on academic progress and readiness to learn and access the curriculum.</p> <p>Positive parental feedback.</p>	<p>1, 2, 3, 5</p>
<p>Lunchtime provision (5x 30 minute sessions per week)</p> <p>Cost of staffing to facilitate Calm Class lunchtime provision</p> <p>Cost of Behaviour Support TA x5 days a week</p>	<p>Pupils able to apply skills learnt through support: increased resilience, self-regulation, independent problem solving.</p> <p>Positive impact on academic progress and readiness to learn and access the curriculum.</p> <p>Positive parental feedback</p>	<p>2, 3</p>

<p>Nurture Provision</p> <p>Refresher training (x3 days in March/April 2024)</p> <p>Cost of x2 staff release for updated training</p> <p>Cost for nurture lead x4 afternoons per week</p> <p>Cost for nurture assistant x4 afternoons per week</p>	<p>TA to support the Nurture Lead to stop issues before they start, working alongside pastoral assistant and family support worker.</p> <p>½ termly meetings with Family support worker and Nurture Lead.</p> <p>Boxall Profile assessments where necessary for children working within small nurture groups.</p> <p>https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools</p> <p>https://www.education-ni.gov.uk/publications/impact-and-cost-effectiveness-nurture-groups-primary-schools-northern-ireland-full-evaluation-report</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</p>	<p>1, 3, 4, 5</p>
<p>Breakfast Club</p> <p>To pay for children to attend breakfast club to promote attendance and a healthy start to the day.</p> <p>Cost for targeted breakfast club places</p> <p>Magic breakfast (daily bagel)</p> <p>Annual 25% contribution by school</p>	<p>The ‘Education Endowment Foundation (EEF) evaluation of school breakfast clubs’, found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools. Similarly, breakfast provision helps ensure that no child has to learn when they’re hungry.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs</p> <p>All children enter school with option of received ¼ to ½ a bagel daily through Magic Breakfast</p> <p>Fruit for all</p>	<p>1, 3, 4</p>
<p>After School Clubs, Trips, (including Residential) and Music Tuition</p> <p>Arthog residential (Y6) Pioneer residential (Y4)</p> <p>Subsidised cost for PP children to attend residential and clubs</p>	<p>Additional non-academic activities can provide free or low-cost alternatives to sport, music, and other enrichment activities (such as trips and camps) that more advantaged families are more likely to be able to pay for outside of school. Having the option to attend these after school activities can also have an impact on attendance due to the requirement to be in school in order to attend.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1, 3, 4</p>
<p>Provision of uniform</p> <p>Cost to provide uniform where necessary</p>	<p>School to budget for pupils needing uniform</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> <p>Access to recycled uniform readily available.</p>	<p>1, 5</p>

<p>Increased parental support for pupils Parental support and engagement</p> <p>Seesaw as a platform to promote home learning</p> <p>Cost to release staff to deliver parent workshops</p>	<p>Training session aimed at parents – ‘how to support your child’ during 23/24 year:</p> <ul style="list-style-type: none"> • Times table check information meeting (summer term) • KS1 and KS2 SATS meetings (spring term) • Open mornings termly with particular focus such as reading (World Book Day), maths games and poetry • PSHE/RSE parental meetings/consultation • Fortnightly Phonics drop-ins in EYFS <p>The EEF reports that additional homework can have an impact of up to 5 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>2, 4, 5, 6</p>
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Total budgeted cost: £164,495

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 2021 to 2022 academic year.

Internal end of year data for the academic year 2022 – 2023 showed that a significant number of our disadvantaged pupils were performing below the expected levels. Alongside this, we have seen through various monitoring methods that oracy and emotional wellbeing have also been impacted. Primarily, we are attributing this to ongoing issues related to the pandemic and access to services during this period. The outcomes we aimed to achieve in our previous strategy were not fully met.

School closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. During the turbulent times of Covid, we endeavoured to ensure that our disadvantaged families received as much support as possible.

Where possible, our vulnerable and disadvantaged pupils were able to continue to attend school during times of lock down. Where this did not happen a robust plan to support these pupils was put in place to ensure access to home learning and to monitor wellbeing. However, monitoring of those at home, saw a lack of engagement with any form of learning.

Attendance is a focus on our current plan for our disadvantaged cohort, as last year we saw a dip from previous years and it is also lower than the rest of the school and slipping away from the school’s target of 96%.

Externally provided programmes

Programme	Provider
After school clubs	School
Ukelele and peripatetic music tuition	Shropshire Music Service
Drama	Stageworx
HAF	HAF

Service pupil premium funding (optional) - no children eligible

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A – no pupils on roll in receipt of Service Pupil Premium
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

<p>Additional activity</p> <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:</p> <ul style="list-style-type: none"> • OPAL programme: offering high-quality play opportunities at lunchtime • Behaviour Hubs: strengthening school’s approaches to behaviour and supporting children to improve their emotional regulation • Curriculum focus on retrieval practice: We aim to expose children to a wider range of topic specific vocabulary. • Additional reading and phonics for the bottom 20%: using a range of staff, children identified in the bottom 20% of readers will have 1:1 (hot list readers) or small group daily sessions with a focus on blending in their head (Fred in Head) and filling gaps in phonic knowledge and reading • Robust monitoring of attendance: ½ termly review meetings with Local Authority EWO • Staff training, monitoring and support on developing Personal Support Plans (PSPs) – to mirror the Assess, Plan, Do, Review approach • Use of pupil progress meetings to discuss our disadvantaged pupils • Professional growth projects • Collaborative reflection of initiatives and revisions to the planning and delivery of curriculum subjects • Dedicated release time for subject leaders to carry out pupil voice activities and work scrutiny <p>Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.</p>
