

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|------------------------|----------------------------|----------------------------------|----------|--|-----------|
| School | Ecton Brook Primary School | | | | |
| Academic Year | 2018/2019 | Total PP budget | £294,360 | Date of most recent PP Review | July 2018 |
| Total number of pupils | 602 | Number of pupils eligible for PP | 220 | Date for next internal review of this strategy | Jan 2019 |

| 2. Current attainment at KS2 | | |
|--|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>National average for all pupils</i> |
| % achieving expected level in reading, writing and maths | 39% | 64% |
| % achieving expected level in reading | 51% | 75% |
| % achieving expected level in Writing | 74% | \ |
| % achieving expected level in Maths | 49% | 76% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
|---|--|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Underdeveloped reading, writing and maths skills on entry to school. |
| B. | Language acquisition, speaking, listening and attention skills are underdeveloped or significantly underdeveloped. |
| C. | A significant percentage of pupils in the school (1 in 6) who are eligible for PP funding require a high level of additional pastoral support in order to access learning. This includes pupils attaining at a deeper level. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Children in receipt of PP funding, within the school, have lower attendance rates and rates of lateness than other children. |

| 4. Desired outcomes | | |
|---------------------|---|--|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Accelerated progress in reading and maths for specific, identified groups of children who are in receipt of PP funding. | <ul style="list-style-type: none"> Clear groups of identified children who are underachieving |

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| | <ul style="list-style-type: none"> • Specific focus groups of children who are underachieving in maths and reading will be identified, through termly pupil progress meetings, in year groups 1-6. • Team Leaders will work with School Leaders to ensure that targeted support is in place for those children and is monitored with rigor, at least termly. • Team Leaders will provide Deputy Heads with a termly action plan including impact of previous actions • Data, both through teacher assessment and PUMA & PIRA will provide a measure of impact | <ul style="list-style-type: none"> • Clear allocation of resources, including identified adult support, which demonstrates 'different to' support for children in receipt of PP funding. • Clear tracking of the impact of additional support, including data. • Team Leaders to have clear processes in place to ensure that targeted support is regular, purposeful and flexible where needed. • Data which reflects accelerated progress for those identified children |
| B. | <p>Children in receipt of PP funding to have increased opportunities to develop language acquisition, speaking, listening and attention skills, through the use of commissioned, specialised, external support agencies.</p> <p>All staff in school will have access to high quality commissioned support which will enable them to deliver 'quality first teaching' and focussed intervention, where appropriate.</p> <p>All pupils with additional needs including SEN and EAL are identified and supported both by school and by external agencies in order that they make good progress.</p> <ul style="list-style-type: none"> • Welcomm will measure language development in Year R and Year 1. • PIRA will measure comprehension skills in Years 2 – 6 • Learning Profiles and the school provision map will measure the impact of external agency support such as SALT, Educational Psychologist and Occupational Therapist • Pupil Voice and Book Looks will measure impact of supported group work or 1:1 intervention • External NPAT reviews will reflect on the impact of staff training including Drama for Reading and Writing | <ul style="list-style-type: none"> • Children who enter the school in Reception year with Speaking and Listening & Attention skills which are well below national expectations are identified and supported through Welcomm Screening and intervention. Tracking to demonstrate progress. • Evidence of the involvement, support and target setting of external agencies for those children who have been identified as requiring 'additional to' support. • Evidence that all children have access to quality teaching which is supported, through training, by external specialists. • Data which demonstrates the impact of specific interventions |
| C. | <p>Characteristics of many pupils in receipt of PP funding (at EB) such as education being undervalued; low readiness for learning; poor self- regulation skills; under-developed social & emotional skills; low self-esteem; external home & family factors, to be identified and supported through focussed pastoral intervention.</p> <ul style="list-style-type: none"> • Measured through data related to specific interventions • PASS retest scores • Boxall retest scores • Attendance data • 'Level of Need' data | <ul style="list-style-type: none"> • Evidence of identification of vulnerable pupils through the use of PASS (Pupil Attitudes to School) and Family Worker Support. • Evidence of the use of 1:1 and group interventions improving opportunities for readiness for learning. • Evidence of the impact of interventions. (PASS retest, Boxall) • Evidence that all new to school children have an initial home visit from a school Family Worker in order that potential home/emotional barriers can be identified and supported. • Evidence that children who have joined the school have had baseline assessments carried out in all areas including PASS. • Evidence of Early Help and Child in Need supporting positive outcomes for families. • The needs of children who are Looked After will be targeted, supported and shared through the LAC and PEP process. |
| D. | <p>Attendance for children who are in receipt of funding will improve to a level that is similar to or better than 'other' children. (In 2017/ 2018 there was a difference of around 1.5%)</p> <ul style="list-style-type: none"> • Measured through attendance data | <ul style="list-style-type: none"> • Improved attendance for pupils eligible for PP. Reduction in number of recorded 'lates' • Evidence of PP children with poor attendance being offered/attending breakfast club. • Evidence of attendance being targeted through Early Help. |

5. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review ? |
|--|---|--|--|--|--|
| <p>A. Accelerated progress in reading and maths for specific, identified groups of children who are in receipt of PP funding.</p> | <ul style="list-style-type: none"> Commissioned maths specialist Drama for Writing/Reading specialist Deputy Heads to lead a Key Stage each in PIRA and PUMA data tracking including Scores Analysis document. English & maths team leads to provide CPD for all staff After school 1:1 reading intervention provided by teaching assistants | <p>Support strategies suggested by the maths and drama specialists have shown impact in previous years. The specialists work closely with other leaders in education to ensure that strategies and methods support current national recommendations.</p> <p><i>“on average, mastery learning approaches are effective, leading to an additional five months’ progress over the course of a school year compared to traditional approaches” (EEF toolkit).</i></p> <p>PIRA (reading) & PUMA (maths) tests provide standardised scores and test analysis tools. Used in conjunction with teacher assessment a clear measured picture of the child’s abilities and areas for development can be assessed. Information is then used to support TAs and teachers in specific intervention strategies.</p> | <ul style="list-style-type: none"> English team to create clear action plan including how new strategies will be implemented and monitored for impact across the school Phase Leaders to create PP action plan for their phase, update and share with senior leaders termly. Termly NPAT (academy) moderation of children’s work with senior leaders and teachers Termly ‘Book Looks’ by Senior Leadership Weekly progress updates to team leader during PPA sessions. Termly Pupil Progress meetings with senior leaders and gaps identified Governor monitoring | <p>Head & Deputy Head teachers</p> <p>Team Leaders</p> <p>English Team</p> | <p>December 2018 February 2019 June 2019</p> |

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| <p>B. Children in receipt of PP funding to have increased opportunities to develop language acquisition, speaking, listening and attention skills, through the use of commissioned, specialised, external support agencies.</p> | <ul style="list-style-type: none"> • Welcomm Screening for every child entering reception year followed by targeted small group or 1:1 intervention as appropriate. • Commissioned Speech & Language support 2 mornings per week • Commissioned Drama for Reading specialist to provide staff training • Switched on Reading Intervention • Whole school focus on reading including restructuring of school library | <p><i>“Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year.” (EEF toolkit)</i></p> <p>This will ensure early identification of those children whose speech and language skills are underdeveloped. Evidence from prior years indicates that a targeted approach to improving outcomes for those children will have a long term effect on children’s ability to access reading and writing as they progress through the school.</p> <p>Evidence sourced from Sutton Trust fully supports schools in drawing a percentage of the cost of whole school interventions from Pupil Premium funding.</p> | <ul style="list-style-type: none"> • Commissioned Speech & Language therapist will update and provide continued training for key members of staff. • Trained Speech and Language staff member on each campus of the school will carry out baseline Welcomm assessment at the end of September 2018. • Children with identified needs will be targeted either through group intervention or further referral to Speech & Language therapy service. • Impact will be monitored through termly data tracking • NPAT & Governor monitoring | | Ongoing |
| <p>C. Characteristics of many pupils in receipt of PP funding (at EB) such as education being undervalued; low readiness for learning; poor self-regulation skills; under-developed social & emotional skills; low self-esteem; external home & family factors, to be identified and supported through focussed pastoral intervention.</p> | <ul style="list-style-type: none"> • Three Family Support Workers working across the two school sites • Range of workshop interventions to support metacognition and readiness for learning • PASS (Pupil attitudes to school survey) carried out for all pupils in KS2 • CPD for FW (attachment disorder/ protective behaviours/My Concern • Focussed nurture intervention (learning behaviours/Boxall) • My Concern centralised County safeguarding online system • Increased support for families through Early Help | <p>The school recognises that raising attainment for many children in the school begins with their ‘readiness for learning’</p> <p>A number of external factors which are particular to the school’s demographic make up mean that many children and families within the school require additional support with accessing learning. These factors may include finance, housing, deprivation, English as an additional language, migration, behaviour, safeguarding or attendance.</p> <p><i>“Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.” (EEF toolkit)</i></p> | <ul style="list-style-type: none"> • Intervention groups monitored • PASS retests to show impact of interventions • Boxall scores • Monitoring of provision offered by FW • Termly feedback meetings • Weekly safeguarding meetings • Pupil Voice/Parent voice • Governor monitoring | Head & Deputy Head teachers | Ongoing |

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| <p>D. Attendance for children who are in receipt of funding will improve to a level that is similar to or better than 'other' children. (In 2017/ 2018 there was a difference of around 1.5%)</p> | <ul style="list-style-type: none"> • Breakfast Club by invitation for pupils in receipt of funding • Additional home visits where appropriate | <p>Evidence of previous years shows that attendance improves when children have the opportunity to attend breakfast club. This is also a time when children have the opportunity for additional nurture support which in turn improves readiness for school.</p> | <ul style="list-style-type: none"> • Regular leadership drop ins • Half termly feedback meetings • Monitoring of attendance • PASS retest scores | <p>Head & Deputy Head teachers</p> | <p>Ongoing</p> |
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ii. Targeted support

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review? |
|---|--|--|--|--|--|
| <p>A. Accelerated progress in reading and maths for specific, identified groups of children who are in receipt of PP funding.</p> | <ul style="list-style-type: none"> • Ring-fenced adult support specifically for children in receipt of PP funding. Support to be used for small group and/or 1:1 intervention in maths and reading • Data analysis, termly, to identify target groups of children for additional intervention. • Deputy Heads to lead a Key Stage each in PIRA and PUMA data tracking | <p>Some pupils require additional targeted support in order to catch up and close gaps.</p> <p><i>"Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average."</i> (EEF toolkit)</p> <p>Based on Sutton Trust, children benefit from additional support in class rather than being withdrawn. Staff will provide children with additional small targets which the child will be supported in, within their class work. Children will be able to self-assess against whether they have met their small targets.</p> | <ul style="list-style-type: none"> • Deputies to oversee a key stage each, meet with key members of staff half termly to discuss progress, intervention • Phase Leaders to create PP action plan for their phase, update and share with senior leaders termly. • Termly 'Book Looks' by Senior Leadership • Weekly progress updates to team leader during PPA sessions. • Termly Pupil Progress meetings with senior leaders and gaps identified • Governor monitoring | <p>Head teachers and deputy head teachers</p> <p>Maths and English leads</p> | <p>January 2019 April 2019 July 2019</p> |

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| <p>B. Children in receipt of PP funding to have increased opportunities to develop language acquisition, speaking, listening and attention skills, through the use of commissioned, specialised, external support agencies.</p> | <ul style="list-style-type: none"> • Welcomm Screening for every child entering reception year followed by targeted small group or 1:1 intervention as appropriate. • Commissioned Speech & Language support two mornings per week. (SALT) Therapist to work with specific staff members on how to support specific children. • Switched on Reading Intervention • Focussed nurture intervention (learning behaviours/Boxall) | <p>Commissioned support ensures that children's specific learning needs are clearly identified and support is tailored to meet those needs. This also provides parents with strategies to support with at home.</p> <p>Some pupils need targeted support to catch up. Switched On, is a programme which has been independently evaluated and shown to be effective in other schools.</p> <p><i>"Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year." (EEF toolkit)</i></p> | <ul style="list-style-type: none"> • Senior Leaders to liaise with class teacher to discuss impact of interventions • SALT will produce reports based on their intervention • Learning Walks • Pupil Progress Meetings • Switched on Reading baseline and tracking • Boxall scores • Senco to oversee and provide Senior Leaders with feedback. • Senco to liaise with teachers and meet weekly with EP & OT to discuss individuals. | <p>Head & Deputy Head teachers</p> <p>Senco</p> | <p>January 2019 April 2019 July 2019</p> |
| <p>C. Characteristics of many pupils in receipt of PP funding (at EB) such as education being undervalued; low readiness for learning; poor self-regulation skills; under-developed social & emotional skills; low self-esteem; external home & family factors, to be identified and supported through focussed pastoral intervention.</p> | <ul style="list-style-type: none"> • 1:1 support for pupils on a drop in basis • 1:1 support workshops for pupils around attachment, protective behaviours, anger management, friendships and behaviour. • Group support for pupils to improve attitudes to school • Family Support through Early Help assessments. • Family Support around safeguarding • Meet and greet for vulnerable pupils every morning for all year groups | <p>All pupils, including those entitled to PP funding, from Year 2 upwards take part in PASS. (Pupil Attitudes to school survey) This is a tried and tested online survey which identifies strengths and weaknesses in pupils' attitudes to school.</p> <p>Data from this test is used to create groups for group intervention with the Learning Mentor and Family Workers and also those children who may need additional 1:1 support in order to overcome their barriers to learning.</p> <p>Early Help Assessments are a recognised means of pulling agencies together to support families.</p> <p><i>The EEF Toolkit suggests that targeted behaviour interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects.</i></p> | <ul style="list-style-type: none"> • CPD for Family Workers and Learning Mentor • Support materials reviewed regularly • PASS survey baseline score and retests following interventions • Weekly FW & Senior Leadership meetings to share concerns/interventions • Regular safeguarding training and reviews for Designated Safeguarding Officers • Number of recorded behaviour sanctions for individuals monitored • Fortnightly pastoral meetings with senior leaders | <p>Family Workers</p> <p>Behaviour Support</p> <p>School Leaders</p> | <p>January 2019 April 2019 July 2019</p> |

| <p>D. Attendance for children who are in receipt of funding will improve to a level that is similar to or better than 'other' children. (In 2017/ 2018 there was a difference of around 1.5%)</p> | <ul style="list-style-type: none"> • JOGO commissioned support with attendance for families on a 1:1 basis • .Early Help assessments to support individual families with attendance • Tracking of impact of Breakfast Club on attendance with a view to developing the provision further | <p>Forming relationships that ensure that school and parents can work together in improving attendance have previously shown good impact.</p> | <ul style="list-style-type: none"> • Regular Early Help meetings. • Termly feedback meetings to senior leaders and Governors • Breakfast Club tracking | <p>Family Workers Behaviour Support School Leaders</p> | <p>ongoing</p> |
|--|--|--|--|--|--|
| <p>iii. Other approaches</p> | | | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>What is the evidence and rationale for this choice?</p> | <p>How will you ensure it is implemented well?</p> | <p>Staff lead</p> | <p>When will you review implementation?</p> |
| <p>C. Characteristics of many pupils in receipt of PP funding (at EB) such as education being undervalued; low readiness for learning; poor self-regulation skills; under-developed social & emotional skills; low self-esteem; external home & family factors, to be identified and supported through focussed pastoral intervention.</p> | <ul style="list-style-type: none"> • Breakfast and nurture groups • Subsidised residential trips • Before and after school clubs • Weekly Forest School Provision • Out of school activities including sailing, Aspiration Project, golf tuition, tennis • Prince William Award – Skills Force for two year groups | <p>Extra-curricular activities and clubs promote wellbeing in pupils and provide staff with opportunities to develop positive relationships with pupils and model social interaction skills. Breakfast and nurture groups support increased attendance and readiness to learn.</p> <p>The Prince William Award – Skills Force, helps young people build their character, resilience and confidence to empower them to “be their best”.</p> | <ul style="list-style-type: none"> • Pupils entitled to PP funding to form part of a whole school tracking system that ensures that all children are offered additional opportunities to promote wellbeing and 'whole child' development. • Skills Force will create weekly and termly reports for school • Leaders to monitor Forest School and sports provisions • Pupil voice | <p>Head & Deputy Head teachers</p> | <p>March 2019 January 2019 March 2019 June 2019</p> |
| <p>Total budgeted cost</p> | | | | | |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2017/2018 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| <p>A. Children who enter the school in Reception year with Speaking and Listening & Attention skills which are well below national expectations will reach age related expectations by the end of the year.</p> <p>B. Higher rates of progress and attainment across KS1 in reading, writing and maths for pupils who are eligible for PP</p> <p>C. Pupils who are eligible for PP achieving at least in line with national PP children in Year 1 phonics screening.</p> <p>D. PP children and their families to have adequate Family Worker & Learning Mentor support to ensure pupils have increased opportunities to successfully access school and the curriculum. Develop Higher levels of emotional wellbeing in those children eligible for PP.</p> | <ul style="list-style-type: none"> • Welcomm Screening for every child entering reception year followed by intervention as appropriate. This is part of commissioned Speech & Language support. • Maths specialist commissioned • Kinetic Letters training • Drama for Writing specialist • Staff training around high quality feedback & AFL • Senior leader allocated to Year 1 & 2 team to training as County KS1 moderator • INSET training in phonics for all KS1 teaching assistants • Re visit phonic training throughout the year • Senior leader allocated to Year 1 & 2 team to training as County KS1 moderator • Additional FW employed meaning the school has four FW. • CPD for FW (attachment disorder/ protective behaviours/My Concern • My Concern centralised County safeguarding online system • Increased support for families through Early Help | <p>A. Of the 90 children who were supported all but 3 children, with significant SEN, reached age expectations in Welcomm Screening.</p> <p>B. At the end of KS1 the gap between PP pupils' attainment and others attainment closed by 8.1% in Reading, and) 0.7% in maths. The use of commissioned external agencies ensured quick, clear identification of children's needs and supported with targeted interventions to meet those needs. Staff training ensured consistency.</p> <p>C. The gap between PP children and non PP children achieving in year 1 phonics closed by 16.8% (Gap was 33.3% Dec 2017, 12% March 2018 and 4% July 2018)</p> <p>D. 215 families and young people were supported at Level 1,2,3,4 Thresholds and Pathways by the four Family Workers within the school. The emotional needs of children within school were identified and targeted through a number of recognised interventions.</p> | <ul style="list-style-type: none"> • Continue to develop further with a view to additional commissioned support • Continue to commission external agencies • Continue with high quality external training providers • Ensure new staff to the school receive training related to targeted interventions • Continue with focussed approach to phonics • Look to developing vocabulary and language acquisition further across the school. • Develop the use of targeted workshops to support children with anxiety and self- esteem • Develop strategies to support children in resilience (Skills Force, Nurture intervention) • Continue to use strategies such as PASS (Pupil Attitudes to School) to identify children who require additional emotional support. • Continue to support families through Thresholds and Pathways | <p>£2486</p> <p>£5686</p> <p>£797</p> <p>£77014</p> |

ii. Targeted support 2017/2018

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|---|---|---|--|---|
| <p>A. Children who enter the school in Reception year with Speaking and Listening & Attention skills which are well below national expectations will reach age related expectations by the end of the year.</p> <p>B. Higher rates of progress and attainment across KS1 in reading, writing and maths for pupils who are eligible for PP</p> <p>C. Pupils who are eligible for PP achieving at least in line with national PP children in Year 1 phonics screening</p> <p>D. PP children and their families to have adequate Family Worker & Learning Mentor support to ensure pupils have increased opportunities to successfully access school and the curriculum.</p> | <p>•1:1 and small group intervention using Black Sheep Press, Chataway & Time for Talk</p> <p>•Educational Psychologist and Occupational Therapist commissioned weekly.</p> <p>•Speech & Language Therapist commissioned termly.</p> <p>•1:1 and small group intervention provided by additional HLTA who is allocated specifically to improving attainment and progress for children who are eligible for PP.</p> <p>•Educational Psychologist and Occupational Therapist commissioned weekly</p> <p>•Switched on Reading Intervention</p> <p>•1:1 and small group intervention (precision teaching) provided by additional HLTA who is allocated specifically to improving attainment and progress for children who are eligible for PP.</p> <p>•Educational Psychologist commissioned</p> <p>•Speech & Language Therapist commissioned and targeted support delivered by trained HLTA</p> <p>1:1 support for pupils on a drop in basis</p> <p>•1:1 support for pupils around attachment, protective behaviours, anger management, friendships and behaviour.</p> <p>•Group support for pupils to improve attitudes to school (PASS)</p> <p>•Family Support through Early Help assessment</p> | <p>A. Of the 90 children who were supported all but 3 children, with significant SEN, reached age expectations in Welcomm Screening.</p> <p>Children who required additional support were identified through Pupil Progress Meetings and commissioned assessments took place on a weekly basis. This informed Individual Education Plans.</p> <p>B. PP 1:1 teaching enabled teachers to liaise with support staff and ensure that teaching was tailored to individual needs. ‘Gaps’ in learning were successfully plugged. Learning walks and conversations with those children in conjunction with their class work supported the impact of this approach.</p> <p>C. The gap between PP children and non PP children achieving in year 1 phonics closed by 16.8% (Gap was 33.3% Dec 2017, 12% March 2018 and 4% July 2018)</p> <p>Phonics successfully supported by small groupings working on specific targets.</p> <p>D. Good impact. Pupil and parent voice suggest that all of the listed provisions developed confidence in learners. Learners were given opportunities that were equal to other children. Teachers and parents report that pupils developed social skills and higher self-esteem which was visible in class work including whole class discussion and group project work. Pupils had a greater ‘I can’ attitude.</p> | <p>1:1 teaching had good impact however great effort was needed to ensure that this adult time was protected for regular and consistent intervention. Due to staff illness HLTAs were required to spend a higher proportion of time supporting in classrooms with general teaching. Moving forward school will select allocated PP support adults with this in mind.</p> <p>Develop further in KS2 – particularly reading intervention such as Switched on.</p> <p>Continue with this approach. In 2018/19 all year groups in KS2 used PASS (Pupil Attitudes to School Survey) in order to show a baseline of their ‘Readiness for Learning’. Children who required intervention were identified and provision put in place.</p> <p>In addition, make further use of Boxall profiling and Nurture Provision.</p> | <p>£26122</p> <p>£34340</p> <p>£77532</p> <p>£17119</p> |

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk