



# Pupil premium strategy statement 2021-2024

## Update for 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	St Louis Catholic Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	8% (35)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	Catherine Machin Headteacher
Pupil premium lead	Christine Woodward Deputy Headteacher
Governor / Trustee lead	David Payne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,550.00
Recovery premium funding allocation this academic year	£4,495.00
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	£46,045.00



## Part A: Pupil premium strategy plan

### Statement of intent

Our school mission statement, *'We work together, we pray together, we grow together'*, lies at the heart of all the decisions we make as a school. As such, it is also the basis of our strategy for improving the outcomes for our disadvantaged children.

Together, we make effective use of evidence and research, accurate assessments, dialogue with teachers and parents, and frequent pupil conferencing to ensure that the combined and individual needs of our disadvantaged pupils are being met in order for them to succeed. This ensures that all disadvantaged children, regardless of their starting points or challenges, are supported to succeed. Key to the success of our strategy is the understanding that the success of our approach is everyone's responsibility – it is only through our school community working together that our pupils will reach their potential.

Our aim is for all children to achieve academically and develop a broad set of skills to support their future success, and our Pupil Premium Strategy outlines the approaches we have in place that will ensure this success.

At the core of our approach is a focus on high-quality teaching and learning. There is compelling evidence to show that good teaching is the most important lever that schools have to improve outcomes for disadvantaged children (The EEF Guide to the Pupil Premium, 2021). It is for this reason that our Pupil Premium Strategy has an emphasis on improving the quality of teaching for all, with a particular focus on developing excellent teaching and learning that will most benefit our disadvantaged children.

Alongside our broad, balanced and rich curriculum offer for pupils, disadvantaged pupils are given access to a wide range of interventions to support their individual needs. Evidence consistently shows the positive impact that targeted academic support can have and, as such, this forms key part of our offer for our disadvantaged pupils. Our approach is responsive to the common challenges faced by our disadvantaged pupils as well as supporting their individual needs. Our approach is rooted in well-established diagnostic assessments, rather than assumptions, of the impact of their disadvantage. Our aim is to ensure that support for our disadvantaged pupils is targeted, timely and effective.

Further to this, we will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will further support their academic achievement and develop their wellbeing. This includes our aim of ensuring that disadvantaged children have attendance in line with their peers, closing the gap currently seen, enabling them to fully experience life and learning at St Louis Catholic Primary School.



These form the key principles of our Pupil Premium Strategy:

**A collective responsibility** – all stakeholders are responsible for ensuring that all pupils, including our disadvantaged pupils, succeed. *‘We work together, we pray together, we grow together’.*

**A robust, evidence-led individualised approach** - our approach to improve outcomes for disadvantaged pupils will be responsive to common challenges but will primarily focus on their individual needs.

**High-quality teaching for all, targeted intervention and wider support** – these will provide the tools and framework to base the delivery of our Pupil Premium strategy.

## Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that <b>Maths attainment</b> among disadvantaged pupils (EXP +61%) is significantly below that of non-disadvantaged pupils (EXP +74%). A survey detailed that 29% (39%) of Pupil premium pupils feel they need extra support in Maths.
2	Internal assessments indicate that <b>Reading attainment</b> among disadvantaged pupils (EXP +65%) is significantly lower than that of non-disadvantaged pupils (EXP +74%). A survey detailed that 26% of Pupil premium pupils feel they need extra support in English Reading or Writing. Assessments and observations indicate that 40% of our EY/KS1 disadvantaged pupils require <b>Speech and language support</b> .
3	Our assessments and observations indicate that the education and <b>wellbeing</b> of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Maths.
4	Observations and tracking have shown that <b>Parental engagement</b> of disadvantaged pupils is lower than non-disadvantaged. On average 25%-30% of disadvantaged parents have not attended previous parents evening. A survey detailed that 27% of pupils do not read with an adult at home. 37% of PP parents did not attend the most recent parents evening held in Autumn 2022.



5	Observations, assessments and discussions with pupils and families have identified that pupils <b>emotional well-being, social and behavioural needs</b> are affecting their progress and their readiness to learn. These challenges particularly affect disadvantaged pupils and therefore affecting their attainment. Teacher referrals and discussions indicate that 55% of our disadvantaged pupils would benefit from support with their <b>confidence, self-esteem and social and emotional needs</b> .
6	Our <b>Attendance</b> tracking over the last year indicate that between 31%-35% of Disadvantaged pupils have attendance lower than the national average (94/95%) Last recorded Spring 2022- 45% of PP had attendance lower than 94%
7	Our observations and surveys indicate that 33% (27%) of our current Pupil Premium pupils are not yet registered for an <b>afterschool club</b> for the 2021-22 academic year. Ensuring PP students engage with <b>wider-curricular opportunities</b> and experience culture capital.
8	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>Phonics</b> than their peers. Our current assessments show that 71% of our Year 1 disadvantaged pupils are lower than peers in phonics. This negatively impacts their development as readers 43% of PP Yr1 pupils did not meet the requirement to pass the Statutory PSC in summer 2022 51% (8%) of pupil premium pupils (survey conducted) stated that they do not have a positive attitude towards reading.
9	<b>Homework</b> - 33% of pupil premium pupil stated that they complete their homework unsupported at home or only have some support from a sibling.
10	Observations and discussions with families have indicated that disadvantaged pupils lack in <b>resources</b> they may require to further support their learning from home and find it challenging to provide uniform, PE kit and other items for school which could impact their learning.

## 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
Improved end of year/Key stage <b>Reading attainment</b> for disadvantaged pupils	Sustained improved attainment in Reading will be evident by: <ul style="list-style-type: none"> <li>- In school termly tracking data and end of Key Stage (GLD, KS1 and KS2) assessments will show an increase in the number of children working at age related expectation in Reading year on year.</li> <li>- An increase in the number of disadvantaged pupils achieving the higher standard at the end of each Key stage.</li> </ul>



<p>Improved end of year/Key stage <b>Maths attainment</b> for disadvantaged pupils</p>	<p>Sustained improved attainment in Maths will be evident by:</p> <ul style="list-style-type: none"> <li>- In school termly tracking data and end of Key Stage (GLD, KS1 and KS2) assessments will show an increase in the number of children working at age related expectation in Maths year on year.</li> <li>- An increase in the number of disadvantaged pupils achieving the higher standard at the end of each Key stage.</li> </ul>
<p>Improved end of year/Key stage <b>Writing attainment</b> for disadvantaged pupils</p>	<p>Sustained improved attainment in Writing will be evident by:</p> <ul style="list-style-type: none"> <li>- In school termly tracking data and end of Key Stage (GLD, KS1 and KS2) Teacher assessments will show an increase in the number of children working at age related expectation in writing year on year.</li> </ul> <p>An increase in the number of disadvantaged pupils achieving the higher standard at the end of each Key stage</p>
<p>Improved <b>Phonics</b> results for disadvantaged pupils</p>	<p>Sustained improved Phonics attainment and progress will be evident by:</p> <ul style="list-style-type: none"> <li>- In school tracking data, this will show an increase in Disadvantaged pupils' progress in phonics.</li> <li>- End of year PSC for Year 1 pupils will show an increase year on year of disadvantaged pupils achieving the expected standard.</li> </ul>
<p>To achieve and sustain improved <b>wellbeing</b> for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent surveys and teacher observations</li> <li>- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>Improve cultural and childhood experience for all pupils across school by ensuring disadvantaged pupils have the same <b>wider-curricular opportunities</b> as their peers.</p>	<p>Sustained high levels of engagement in wider-curricular opportunities will be evident by:</p> <ul style="list-style-type: none"> <li>- Internal tracking of disadvantaged provision</li> <li>- qualitative data from student voice, student and parent surveys and teacher observations</li> <li>- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>To achieve and sustain improved <b>attendance</b> for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained improved attendance will be evident by:</p> <ul style="list-style-type: none"> <li>- Disadvantaged internal half termly attendance tracking.</li> </ul> <p>By end of 2023-24 academic year 95% of disadvantaged pupils will have overall attendance of 95% or above.</p>
<p>To continue to further <b>engage Parents</b> of disadvantaged pupils in their child's learning.</p>	<p>Sustained high levels of parental engagement will be evident by:</p> <ul style="list-style-type: none"> <li>- 100% of disadvantaged pupils' parents will attend both parents' evenings in each academic year.</li> <li>- Internal logs of more frequent discussions with parents.</li> </ul>



## 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: £ 12,700.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase additions to the new <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <ul style="list-style-type: none"> <li>- Purchase of reading books which align to the new scheme</li> <li>- TA's to carry out catch up interventions</li> </ul> <p>Little Wandle scheme purchased in full, this year's funding will be used to renew and purchase additional resources.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>8 and 2</p>
<p>High quality CPD for staff to improve outcomes for all.</p> <ul style="list-style-type: none"> <li>- <a href="#">Steps behaviour training completed by all staff which will enable better behaviour for learning.</a></li> <li>- <a href="#">National College now available for all staff training which gives better access to quality CPD.</a></li> </ul>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p><a href="#">EEF   Guidance-reports  Effective-professional-development</a> and <a href="#">EEF   Guidance-reports   Maths</a></p>	<p>1, 2, 5 and 8</p>
<p>Staff training on Effective Reading comprehension strategies and continue to develop our whole school reading approach.</p> <ul style="list-style-type: none"> <li>- Reading lead to attend courses to support</li> <li>- Reading lead to have time out of the class to monitor and support the teaching of Reading</li> <li>- Battle of the books</li> </ul>	<p>It has been found that Reading comprehension strategies can have high impact on pupils' attainment and progress. Alongside phonics it is a crucial component of early reading instruction.</p> <p><a href="#">Reading Comprehension Strategies   Toolkit Strand   EEF</a></p>	<p>2</p>





<ul style="list-style-type: none"> <li>- Reading lead has continued to support teachers to enhance their whole class reading lessons.</li> <li>- New Reading book band scheme purchased.</li> <li>- Funding will be used to replenish books</li> </ul>		
<p>Purchase of standardised diagnostic assessments. (PiRA and PUMA Rising Stars)</p> <ul style="list-style-type: none"> <li>- Training for staff to ensure assessments are interpreted and administered correctly.</li> <li>- PIRA and PUMA tests were used 2021-2022.</li> <li>- 2022-2023 school will now use NFER tests to support diagnostics</li> </ul>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1 and 2</p>

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

Budgeted cost: £ 21,870.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <ul style="list-style-type: none"> <li>- 2021-2022 A SLT completed the full tuition package for 16 pupils</li> <li>- 2022-2023 School has engaged with NTP</li> </ul>	<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><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small-group-tuition   Toolkit Strand   EEF</a></p>	<p>1 and 2</p>



<p>company, tutor will start work with pupils Jan 2023</p>		
<p>Purchase of Lexia Core Reading 5 programme</p> <ul style="list-style-type: none"> <li>- Purchased and is being used from Year 2-Y6</li> <li>- Funding will be continued to be used for renew of costs.</li> </ul>	<p>Lexia is a computer based reading programme which aims to improve reading skills. Thee EEF found that children offered Lexia made the equivalent of two additional months' progress in word recognition and decoding skills and one additional month of progress in reading fluency and comprehension skills, on average, compared to other children.</p> <p><a href="#">EEF   Projects-and-evaluation   Lexia</a></p>	<p>2</p>
<p>Training for TA's to deliver effective targeted interventions in Reading and Maths.</p> <ul style="list-style-type: none"> <li>- Regular TA briefings set up, all TAs have access to National college</li> </ul>	<p>Research shows that Teaching assistants can provide a large positive impact on learner outcomes, when deployed effectively.</p> <p><a href="#">Teaching-assistant-interventions   Toolkit Strand   EEF</a></p>	<p>1, 2 and 8</p>
<p>Staff salary to provide homework club for pupils who are unable to be supported at home with their learning, A significant number of pupils who will be offered this club will be disadvantaged, including those higher attainers.</p> <ul style="list-style-type: none"> <li>- Homework club is now running during 2x lunchtimes a week</li> </ul>	<p>Homework can have a positive impact on attainment. Research suggests; homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning</p> <p><a href="#">Homework   Toolkits strand   EEF</a></p>	<p>9</p>
<p>Speech and language and oral language intervention support for disadvantaged pupils</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p><a href="#">EEF   Toolkit Strand   Oral-language-interventions</a></p>	<p>2 and 8</p>





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

Budgeted cost: **£11,475.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement the 'Mind mentors' programme. This programme will target some of our most disadvantaged pupils with the aim to develop confidence and relationships.</p> <p>Programme will require training for pupils (mentors) and staff to oversee the programme.</p> <ul style="list-style-type: none"> <li>- Alongside: Pupil premium champions will meet 1:1 with their allocated disadvantaged pupils</li> <li>- Programme is running and will continue to run this academic year, led by two TAs</li> </ul>	<p>Mentoring appears to have a small positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>Evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling therefore mentoring may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p><a href="#">Mentoring   Toolkit strand   EEF</a></p>	<p>3 , 5 and 6</p>
<p>Continue to enhance and monitor the parental engagement for all pupils but with particular focus on our most disadvantaged.</p> <ul style="list-style-type: none"> <li>- Parent workshops to further support learning at home</li> </ul>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p><a href="#">Parental-engagement   Toolkit Strand   EEF</a> and <a href="#">EEF   Guidance-reports   Supporting-parents</a></p>	<p>3, 4, 5 , 6 and 9</p>
<p>Continue to support disadvantaged families within the school community to overcome specific financial barriers</p> <p>E.g. Uniform vouchers, food vouchers</p>	<p>Although school uniform is unlikely to have a direct impact on pupil's attainment or progress, We at St Louis have a school uniform policy which adds to our school ethos and pupils are proud of their uniform.</p> <p>The EEF states: Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. We have made adjustments to our school uniform to support the cost for</p>	<p>7 and 10</p>



	<p>all and will continue to further support the costs of uniform for disadvantaged pupils.</p>	
<p>Provide a wide range of extra-curricular activities, the vast majority of which are cost free or subsidised for disadvantaged pupils, to allow children to participate in experiences that are not provided within the home environment</p> <p>Subsidised costs for:</p> <ul style="list-style-type: none"><li>- Breakfast club</li><li>- Trips and visits</li><li>- In school workshops</li><li>- Curriculum projects</li></ul>	<p>Research has found that participation in Arts as an extracurricular activity can result in improved outcomes being identified in English, mathematics and science.</p> <p><a href="#">Arts-participation</a>   <a href="#">Toolkit Strand</a>   <a href="#">EEF</a></p>	<p>5 and 7</p>

**Total budgeted cost: £46,045.00**



## 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 against our intended outcomes.

Improved end of year/Key stage **Reading attainment** for disadvantaged pupils

Improved end of year/Key stage **Maths attainment** for disadvantaged pupils

Our internal and statutory assessments at the end of 2022 suggested that the performance of disadvantaged pupils was slightly higher than the previous year in Reading and Maths, this is showing a positive trend for our intended outcomes of sustaining improved attainment year on year for these subjects. End of year data did show that Writing attainment for PP children was slightly lower than in previous year, this supports our additional intended outcome for writing added to this year's strategy.

Our data also indicates that disadvantaged pupils performed lower than their non-disadvantaged peers in Reading, Writing and Maths.

	% of <b>pupil premium</b> pupils <b>July 2019</b> (internal assessments)			% of <b>pupil premium</b> pupils (Y1-6) <b>July 2021</b> (internal assessments)			% of <b>non-pupil premium</b> pupils (Y1-6) <b>July 2021</b> (internal assessments)			% of <b>pupil premium</b> pupils (Y1-6) <b>July 2022</b> (internal and statutory assessments)			% of <b>non-pupil premium</b> pupils (Y1-6) <b>July 2022</b> (internal and statutory assessments)		
	EXP+	EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS		
Reading	75%	65%	15%	74%	21%	73%	16%	82%	18%						
Writing	85%	72%	12%	68%	13%	70%	7%	77%	16%						
Maths	75%	65%	15%	74%	20%	80%	10%	86%	16%						

The attainment outcomes identified within this strategy will continue to be a refined focus for this academic year.

Following the success of our previous engagement with an NTP partner during the academic year 2020-2021, the school continued to utilise the additional funding for targeted support. The school took the school led tutoring route last academic year and employed a tutor. 13 Year 5 pupils and 4 Year 6 pupils, who were identified in Autumn 2021 as not yet on track for their end of year target, engaged with the tutor. They all received a 15 hour tuition package which targeted Reading and Maths. As a result of the small group tuition, 85% of Year 5 pupils reached the expected standard in Maths and 77% reached the expected standard in



Reading. 100% of the targeted Year 6 pupils increased their scaled score in both Reading and Maths from the initial baseline.

Lexia Core 5 Reading intervention programme was bought in at the start of 2022. Pupils completed their initial assessment in February 2022. The programme will be continued for the following academic year as it is having a positive impact on Pupil premium children Reading levels. One pupil is now working above her year group level.

#### Improved **Phonics** results for disadvantaged pupils

% of Year 1 <b>Pupil Premium</b> pupils achieving the expected standard for the <b>PSC 2022</b>	% of Year 1 <b>Non- PP pupils</b> achieving the expected standard for the <b>PSC 2022</b>
57%	73%

Pupil premium attainment for the statutory Year 1 PSC is significantly lower than their peers. The 2022-2023 Year 1 cohort will be the first year group to benefit from a full year of implementation of our DFE validate systematic synthetic phonics. We will therefore continue the focus on Phonics this academic year and hope to see an increase in pupil premium attainment by Summer 2023.

To achieve and sustain improved **wellbeing** for all pupils in our school, particularly our disadvantaged pupils.

The school will continue to implement the role of 'Pupil Premium Champions', as this is an additional support layer for our disadvantaged pupils. Surveys have shown that pupils value the time with their champion.

Improve cultural and childhood experience for all pupils across school by ensuring disadvantaged pupils have the same **wider-curricular opportunities** as their peers. 72% of PP pupils attend one or more after school clubs. All pupil premium pupils benefitted from a subsidised trip or work shop last academic year. We will continue to offer this to this year's PP pupils.

To achieve and sustain improved **attendance** for all pupils, particularly our disadvantaged pupils.

Last recorded Spring 2022- 45% of PP had attendance lower than 94%. This will continue to be a key focus this year. We have now have a senior leader who is responsible for attendance. Her focus will be to identify pupils with low attendance and to work closely with the parents and children to improve their attendance.

To continue to further **engage Parents** of disadvantaged pupils in their child's learning. 37% of PP parents did not attend the most recent parents evening held in Autumn 2022. Teachers will be ensuring they make contact and build an effective relationship with the parents of disadvantaged pupils.



## 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
NFER standardised tests	NFER
Times Table Rockstars (Continued subscription)	Maths Circle Ltd
MyMaths (Continued subscription)	Oxford University Press
Purple Mash (Continued subscription)	2Simple Ltd.
Lexia Core 5 Reading	Lexia

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA



## Further information (optional)

In addition to the Pupil Premium funding, there a variety of programmes and resources used more widely by the school that supports disadvantaged pupils:

- The school **continues to** fund a qualified, external counsellor to support the well-being of identified pupils (including disadvantaged pupils)
- Use of the school led tutoring grant will focus on further support for disadvantaged pupils.
- Where the school engages in school improvement peer review, pupil premium is an area of focus in order to continually ensure our offer is maximised.
- The school's Pupil Premium Lead is the school's Deputy Headteacher ensuring that PP is championed at Senior Leadership level. National and Regional courses are regularly attended.
- Pupil progress meetings held termly have a strong focus on disadvantaged pupils' attainment and progress.