

# Pupil premium strategy statement 2024-2025



This statement details our school's use of pupil premium funding which is intended to raise the educational attainment of disadvantaged pupils of all abilities to help them reach their potential. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the intended outcomes for our pupils.

## School overview

Detail	Data
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2023 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rachel Kay
Pupil premium lead	Jenny Riley
Governor	Sara Barr Frost

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,968 <i>There will be a further allocation, yet to be determined, in the new financial year, after April 2025, with indicative funding over the whole academic year tbc.</i>
Pupil premium funding carried forward from previous years	0
<b>Total budget for this academic year</b>	<b>Approx. £95,000</b> <i>Indicative full year (subject to change due to final allocation and increasing numbers)</i>

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## Part A: Pupil premium strategy plan - Statement of intent



### Wider Context to school location.

The socio- economic context of our pupils means they live in an area of high social deprivation where adults:

- Have little or no qualifications,
- who are more likely to be out of work or have a very low income often in receipt of benefits and subsistence allowance,
- a high level of involuntary exclusion from the work place through lack of job opportunities or poor health,
- a high level of early mortality and disability with both physical and mental ill health
- Poor quality of housing usually in the rented sector however in some circumstance within easy reach of facilities and services being town/city centre based
- This also impacts on the more marginalised groups of our society, including those seeking asylum and migrants to Blackburn

Understanding the **socio-economic situation** of our intake ensures we provide *all* pupils with;

- A robust curriculum which widens their horizons, addresses their mental health and wellbeing and responds to individual need.
- knowledge and skills that are meaningful to their life and journey into adulthood
- A clear staffing structure that allows for the extended work with families and engages hard to reach families with a nurturing approach.
- A clear and firm approach to attendance and expectations ensuring boundaries are set and dialogue is maintained
- A research-based approach to positive behaviour support that identifies triggers and antecedents before behaviour arises and aims to promote proactive strategies and enhance the quality of life for the individual.

### School Context

Our whole school vision is that all pupils, irrespective of their background or the challenges they face, make excellent progress against individual starting points, and achieve high attainment across the curriculum and individual outcomes contained within their EHCP.

Our guiding principle is 'Never do for a child what they can, could or should do for themselves.'

Within this Newfield seeks equity for all, so that no child is disadvantaged regardless of being in receipt of Pupil Premium. Within our cohort that attract Pupil Premium, we can show that the majority do not present as low attainers in relation to their peers.

At the heart of our approach is *quality first adaptive teaching* focussed on areas where assessment has identified that our pupils require it most – key barriers to learning. This includes specific targeted support based on robust diagnostic assessment of need, helping pupils to access a broad and balanced curriculum.

This strategy is focused on raising the educational attainment of disadvantaged pupils of all abilities and as such it aims to benefit all pupils in our school to reflect our holistic team around the child model.

Funding is therefore also spent on whole-school approaches, such as high-quality teaching which is also seen to have a greater cost benefit. Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. It can be used:

- to support other pupils with identified needs
- for whole class interventions which will also benefit non-disadvantaged pupils

It is our intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.



## Specific Context to Disadvantaged Pupils

Whilst all of our pupils have a highly personalised curriculum focussed upon their own needs and barriers to learning, Pupil Premium is being used to ensure that these students have access to a specialist high staff to student group and operate individual timetables.

These students also benefit from access to communication, physical and sensory interventions, planned and delivered by experienced staff as outlined in the projected spending.

We will also provide disadvantaged pupils with specific support to develop independent life and social skills and continue to ensure that they have full access and entitlement to experiences which enrich their learning beyond the classroom to support cultural capital

Our strategy will be driven by the ongoing and changing needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

We work alongside therapists and specialist teachers in full consultation with families to embrace a multi-disciplinary team around the child approach.

We then seek to equip staff with the attitudes, skills and knowledge to offer provision and experiences which maximises their chances of achieving the ambitious targets we set them.

All our students enter the school with levels of numeracy, reading and writing which are considerably below the national standard and therefore we believe that priority should be made to ensure the following objectives are met:

- **Communication and social interaction**
- **Personal and Social Development including physical and emotional wellbeing**
- **Behaviour, regulation and attendance to support engagement in learning**

All of the identified provision for pupils laid out within this plan is referenced against at least one of these criteria. The amount of pupil premium grant will vary from year to year and will be enhanced from the total school funds available. *This ensures that all of our children receive sustainable and consistent staffing expertise and targeted specialist support where needed.*

### Key Identified Challenges – for further information ref School Self Evaluation Form

Challenge number	Detail of current challenge
1	<p>Through observations and conversations with pupils and their families, we find that our disadvantaged pupils generally have fewer opportunities to develop <b>cultural capital outside of school</b>, particularly alongside their peers.</p> <p>This means they need to have access to a wide range of experiences in relation to 'learning outside the classroom'</p> <p>Additionally, there is a real challenge to find suitable local provision for pupils when they leave school due to their complex needs.</p>
2	<p>Our assessments, observations and discussions with pupils and their families show that disadvantaged pupils are generally less likely to have opportunities to <b>make healthy choices, be physically active and access opportunities outdoors</b> and in the wider community</p>
3	<p>Our assessments, observations and discussions with pupils and their families show that disadvantaged pupils generally have greater challenges around <b>communicating and expressing their feelings and needs</b> than their peers, including non-verbal/limited language.</p>

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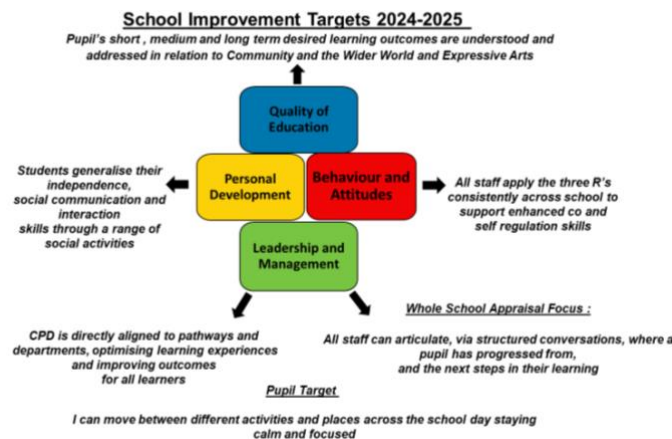
	<p>This means our staff need access to highly qualified specialist training, and high- quality resources in order to promote the communication of our pupils in all areas of the curriculum.</p> <p>This also creates a priority focus on enabling pupils to develop their expressive and receptive communication via a number of appropriate means including augmentative technology.</p> <p>Co morbidity of complex needs results in associated challenges in our students having appropriate social interaction and regulation skills. Often students have learnt ways to get their needs met that suit them but are unhelpful.</p> <p>This means our staff need access to focused training, and high- quality resources in order to promote pupils' ability to develop regulation and engagement skills.</p>
4	<p>Many of our disadvantaged students have <b>highly complex needs</b> including physical disabilities, complex medical needs and possible deterioration in physical skills and/or health, including mental health</p> <p>This requires a high level of specialist support, equipment and staff expertise to access the most appropriate environment for learning.</p> <p>This co-morbidity of complex needs impact ability to learn and access the curriculum.</p>
5	<p>Our assessments, observations and conversations with pupils and their families indicate that disadvantaged pupils often require <b>additional support to develop personal and independence skills.</b></p> <p>Associated issues in relation to the <b>mental health and wellbeing</b> of CYP and family, including emotional dysregulation and challenging behaviours, has a significant impact of both the children and their families.</p> <p>In relation to Maslow hierarchy this means that many students are not naturally in a place to learn and engage without a high level of additional support.</p>
6	<p><u>Pupil Attendance and Parental Engagement in learning</u></p> <p>A lot of our parents face a range of challenges due to having a child with a specialist need. In some cases, our parents require support around understanding their child's disabilities, training in this area is of a priority for the school.</p> <p><b>Attendance:</b> Newfield pupils have a wide variety of complex medical/behavioural needs. This does affect the attendance of some of our pupils, however we still have extremely high expectations for attendance.</p> <p>We need to work proactively to ensure parental engagement and support for attendance due to parental concerns and familial issues, including advice from paediatricians regarding wellness to attend school.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>
7	<p><b>Ongoing Challenges</b></p> <p><b>As the only special school within the authority, for students with a range of increasingly complex needs, we experience a changing and wide range of demands to ensure staff are trained appropriately.</b></p> <p>School needs to continue to regularly evaluate and reflect <i>upon appropriateness and effectiveness of provision</i> for each individual pupil to ensure all the required educational, health and care needs are met. This reflects both the outcomes in individual EHCP'S and the wider curriculum offer.</p> <p>All pupils need a <i>personalised approach</i> to ensure each child is supported to make the very best progress possible. Our curriculum and timetable need to be flexible, and constantly reviewed to ensure the right mix of intensive interventions at a 1:1/2:1 level, small group work and whole class work.</p>

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## Intended Outcomes – At the End of the Current Strategy

Challenge number	Intended outcome	Success criteria
1, 2, 7	All pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families. Increased parental engagement via parent support groups/ training Pupils evidence increased levels of independence Pupils engage in a range of cultural capital activities
3, 7	Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes. Students make no less than expected progress-reported to governors Pupils access a range of communication systems to develop receptive and expressive communication skills
4, 7	Pupils with complex needs have enhanced support with their medical needs from bespoke staff, enabling class teams to focus directly on supporting learning	Through achievement of EHC plan termly outcomes. Specialist CPD ensures staff are equipped to meet the need of the cohort
5, 7	Pupils feel better prepared for next steps in learning including further education and preparation for adulthood	All pupils can access high quality outreach activities and work experience
6, 7	Barriers to attendance of school or cultural capital visits are removed or reduced	Current levels of school attendance sustained or improved – where necessary swift intervention put in place Total access to cultural visits Pupils engage in a range of cultural capital activities with wider number of peers



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## Focused Activity: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Linked to 3 Year SDP target</p> <p><b>To support school becoming attachment and trauma informed</b></p> <p>And current SIP targets – see above</p> <p>Targeted <i>training</i> to support our 'Regulate to Educate' approach:</p> <p>TLR position to support enhanced Sensory Integration lifestyle. (£5,500)</p> <p>Specific release time for <i>Regulation Support Team</i> to plan deliver and support sensory lifestyles or specific regulation support programmes Tiered Approach</p> <p>Specialist HLTA post – Regulation Support (£21,000)</p> <p>Staff released to attend LEHSS suite of training relating to Emotional Health and Wellbeing (3 HLTA's x6 hours £1,000).</p> <p>Ongoing – see link</p>	<p>Research acknowledges when schools deliver attachment and trauma- based practice this supports the development of regulation and wellbeing</p> <p>This relates to the work of Bruce Perry and the neuro-sequential model (2008) as evidenced via Thrive Approach</p> <p>The Thrive Approach is being used successfully in schools, homes and other childcare settings throughout the UK and has been positively evaluated by a number of leading organisations:</p> <p>Evaluated by CELSI (Centre for Education Leadership &amp; School Improvement) for the Department of Health <a href="#">The Thrive Approach to social and emotional wellbeing   The Thrive Approach</a></p> <p>By increasing capacity of the Regulation Support Team from the Pupil Premium Grant, we ensure that staff's understanding of relevant needs for those eligible for the PPG are met accurately.</p> <p>From analysis of incident data via CPOMS and IRIS we have identified groups of students needing a more embedded sensory lifestyle provision and resources</p> <p>Early Intervention addressing a three- tiered approach to regulation – physiological, emotional and cognitive, is crucial in being able to improve the lives of children, adolescents and adults who, when suffering from emotional pain or trauma that is left untreated, may go on to develop more serious mental health issues.</p> <p>LEHSS are a researched based team linked to Lancaster University who offer ongoing training to staff in Lancashire schools to support emotional health and wellbeing: <a href="http://wp.lancs.ac.uk/lehsc/">wp.lancs.ac.uk/lehsc/</a></p>	<p>3,4,5</p>
<p><u>Communication and Interaction</u></p> <p>TLR appointed to support total communication approach (£6,500)</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication, which is endorsed by the Royal College of Speech and Language Therapists: <a href="#">What works database</a></p> <p>Supporting our total communication approach</p>	<p>3,4</p>

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	From training needs analysis and appraisal feedback we have identified that staff need training in Makaton as skills have been lost with staff changes	
<u>Enhance provision for our sensory learners</u> <u>£15,000</u> <u>4 D studio and allocated staff member to resource this</u>	<p>As part of our curriculum development planning we are enhancing our existing 4 sensory studios for specific access to groups based on curriculum theme to enhance the immersive experience and develop engagement, interaction and communication</p> <p>The work of Barry Carpenter et al supports the need for immersive environments to engage students with complex needs</p> <p><a href="#">Training materials for teachers of learners with severe, profound and complex learning difficulties</a>  <a href="http://www.complexneeds.org.uk/">http://www.complexneeds.org.uk/</a></p>	

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

Budgeted cost: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed <b>total communication approach</b> supporting communication champions in each class</p> <p>TLR for Communication and interaction (£5,500)</p> <p>TLR additional release time to support total communication approach (£2,500).</p> <p>Makaton tutor released to deliver sessions for staff and parents (£5,500).</p>	<p>Speech &amp; Language support &amp; interventions, both group and individual Approximately 70% of those eligible for the PPG have a prominent Communication &amp; Interaction need identified through their Education, Health &amp; Care Plan (EHCP).</p> <p>Identified pupils are provided with therapeutic communication interventions and support. Class teams develop bespoke communication strategies as part of timetabled input. Parents and carers are supported in implementing bespoke communication strategies within the home.</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3

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

Budgeted cost: £20,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced Parental Support offer (ongoing)	<p>Increased attendance for identified pupils through a bespoke package of pastoral support to engage families ( last years attendance increased in line with national SEN data )</p> <p>External support is accessed by a wide range of families through accurate and timely signposting.</p> <p>Increased administration demands placed upon school are met and reports and referrals completed in a timely manner.</p> <p>Attendance at MDT meetings is assured wherever possible.</p>	6,7

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	<p>Targeted workshops are delivered to support parents with specific circumstances surrounding their role with their child.</p>	
<p>Tiered training in Sensory Integration to support increasing sensory integration needs both within and beyond classroom</p> <p>Specific Training for teachers and HLTA's: (£4000)</p> <ul style="list-style-type: none"> <li>- Regulation support team</li> <li>- Sensory champions</li> <li>- Whole school training</li> </ul> <p>Continued subscription to SEI platform (£195 per annum).</p>	<p>From experience impact of training is more effective by a tiered approach where knowledge and skills can be cascaded down to impact more 'on the ground' – this applies the principle of adult learning.</p> <p><a href="#">The OSF (On-the-Job, Social, Formal) Ratio - Training Industry Peer tutoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Identified in proactive strategies to behaviour on regulation support plans or sensory diets</p> <p>Where additional internal support or commissioned external support is identified for those who require advice, assessment and therapeutic programmes in relation to their sensory needs, sensory input is timetabled as part of a personalised timetable.</p> <p>Julia Dyer will provide a tiered support package for the year : <a href="#">Home - Julia Dyer Sensory Integration Training and Consultancy, North West England UK</a></p> <div data-bbox="531 869 1252 1547" data-label="Diagram"> <pre> graph TD     A["Class Team Identifies Priority Topic Reflective analysis of information, data and documentation on IRIS and CPOMS."] --&gt; B["Behaviour Support Referral (including Pupil Profiling) Bi-weekly meeting to discuss and identify individual short- and long-term targets. Behaviour Support intervention and BSP's to be reviewed with wider staff involvement. Post Incident Reflections"]     B --&gt; C["Multi-Agency Support Team Referral Information sharing to inform next steps, planning, input, interventions and training."]     C --&gt; D["Strategic Plan – Do – Review – Assess: Bi-Weekly Meetings"]     E["External Agency Referrals Educational Psychology Service Child and Adolescent Mental Health Service NHS Services"] -.-&gt; B     E -.-&gt; C     </pre> </div>	<p>3,4,5</p>
<p>To create bespoke sensory regulation zones across school with appropriate resources to support pupil's sensory lifestyle-ongoing work linked to new TLR (£7,000 on resources).</p> <p>Developing Sensory Circuits</p>	<p>NICE guidelines recognise the significant sensory difficulties in children and adults with autistic spectrum disorder. 42% of pupils have ASC as a primary category of need. Recent research has suggested that up to 95 % of children with autistic spectrum disorder have sensory processing disorder.</p> <p>We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p>	<p>3,4,5</p>



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<p>Linked to School Improvement Target: <b><i>Learning outside the classroom enhances cultural capital, supporting student's wellbeing and independence.</i></b></p> <p>Cultural trips and in-school arts activities, including drama/dance. (Indicative amount £2,000)</p> <p>Weekly release time for teacher to develop AAC</p> <p>Attend Training to enhance knowledge base (£250)</p> <p>HLTA support for outreach visits (1.5 day – see previous section)</p>	<p>This is a school development priority across three years and linked to the development of enhanced environmental provision.</p> <p>In school audits, and parent and pupil feedback has identified that pupils have had limited opportunities to learn outside the classroom</p> <p>Through further enhancement of the school's LoTC offer the grounds around the school building will be developed to include fully accessible spaces. Learners will be enabled to regularly explore and learn in a naturalistic environment as part of timetabled lessons.</p> <p>By planning for cultural capital within the curriculum, schools can help those students who may otherwise not have high cultural capital and, in doing so, help reduce social inequalities (Quigley, 2022). <a href="#">Cultural Capital - Blog : Chris Quigley Education, Training Courses and Educational Resources for Schools and Teachers</a></p> <p>Many of our pupils experience a cultural-deficit due to their complex needs; many attractions and environments are not set up to provide quality experiences for pupils with complex cognitive or physical disabilities which excludes them from this environment. Those eligible for the PPG are doubly-disadvantaged from accessing these environments due to the cost of travelling and paying to enter many of them.</p> <p>Opportunities are maximised to broaden life experiences and social interaction outside of the school building and home through access to local community facilities.</p> <p>A HLTA is will be responsible for organising and leading community outreach outings. Pupils will be eligible for subsidised excursions to enhance their cultural capital offer across the curriculum.</p> <p>This will support access to the wider community and offer a wider range of experiences for our children</p>	<p>4, 7</p>
<p>Targeted breakfast club Daily snacks and milk. (£500)</p> <p>Cook Stars (£ 6,000)</p>	<p>The EEF found that a funded, accessible breakfast club or intervention had, on average a positive impact on pupil progress, particularly in Key Stage 1 (+2 months) (EEF, 2017).</p> <p>Pupils will be able to access a funded breakfast provision where they can use their communication skills to interact with peers and adults to request their breakfast choices and take back to class.</p> <p>Before a student's cognitive needs can be met, they must first fulfil their basic physiological needs. For example, a tired and hungry student will find it difficult to focus on learning. Students need to feel emotionally and physically safe and accepted within the classroom to progress and reach their full potential. (Maslow, 1971)</p> <p>To support pupils to develop life skills and simple meal preparation we will continue to offer</p>	<p>1,2,6</p>
<p>Access to residential trips</p>	<p>Residential support pupils to experience more independence, promoting outcomes towards preparation for adulthood including</p>	<p>1,6</p>

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(Subject to development and take up). £500	communication, independence and social awareness. Eligible pupils will be entitled to subsidised access to relevant residential visits in order to ensure a parity of access to these learning experiences. <a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>	
Specific small group interventions via HLTA	We have developed an inhouse referral system to identify students requiring enhance level of input This is from a range of data source CPOMS, IRIS, Pupil progress meetings, parental feedback From this we will deliver a tiered approach to interventions – initially using in house expertise : Communication Champions Regulation Support Team	1, 7

### Planning, implementation, and evaluation 2024-2025

In planning this years' pupil premium strategy we aligned the priority focuses with our ongoing school improvement and evaluation cycle.

This is also a response to the changing needs of the school population and the impact of a number of new staff who require a high level of focused training.

This is also as a result of the recent realignment of school into one school, rather than Autism and Send. This has resulted in a more inclusive approach. *With this realignment* the need to support staff and pupils to manage this change is vital.

We have put in place stronger expectations around areas of effective practice with a specific focus on engagement and adaptive teaching.

We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff – creating lead learning teams.

The main priorities emerging are as follows;

- Upskilling new staff via enhanced training and induction programme – linked to SDP 3 year priority:

***A Comprehensive programme of CPD is offered, linked to career stage and priority training needs adopting the principles of ADULT learning to maximise impact on performance***

***The above programme responds to meet the need of our learners over time via effective training needs and skills gap analysis***

- Delivering high quality adaptive teaching
- Developing a whole school total communication approach
- Whole school approach to understanding and supporting pupils experiencing dysregulation.
- Ensuring school offers the appropriate learning and sensory environment for the different groups of learners.

The pandemic also gave us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result. Within this we continue to support the scope of our family wellbeing team and are *developing an enhanced parent training and support offer*.

We have therefore aligned aspects of our focus with the local area context improvement plan which reflects the particular socio – economic aspects of the school.

This has also led to a focus on

- Pupil attendance and parental engagement
- Pupil behaviour linked to attachment and trauma-based approach
- Supporting opportunities to develop cultural capital
- Supporting an appropriate means to access reading and phonics

We have used the EEF's [implementation guidance](#) to set out our plans and put in place a robust evaluation framework. This will help us to make adjustments and quality improvements to secure better outcomes for pupils over time.

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## Appendix I – outcomes and criteria 2022-2024

Intended outcomes	Success criteria
<p><b>Core 2022-23</b> Disadvantaged pupils have access and engage fully in a broad and balanced holistic curriculum that meets their cognitive, physical, health, sensory and emotional needs</p> <p>Improved attainment for disadvantaged pupils across all areas of need</p>	<p>A range of learning and therapeutic interventions that support the development of pupils are implemented and evidence of progress to be tracked on Evidence for Learning.</p> <p>Targeted, evidence-based interventions are used to support pupils to make progress across the curriculum.</p> <p>Pupils have increased skills resources to support their 'readiness to learn</p> <p>Focused CPD ensures teachers and, where relevant, teaching assistants are equipped to meet the needs of the needs prominent amongst the cohort of learners eligible for the Pupil Premium Grant.</p>
<p>2023-24</p> <p>Pupils access a range of opportunities to apply and enrich learning outside the classroom and develop their cultural capital</p>	<p>Pupils engage fully in a range of visits and experiences including residential, accessing the community.</p> <p>Offer for extra -curricular activities increases</p>
<p><b>Core 2022-23</b> Disadvantaged pupils receive increased input with development of strategies and resources to support communication both in school and at home</p> <p>Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p>	<p>Assessments and observations indicate significantly improved communication skills.</p> <p>Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills - Access to specialist interventions delivered by Speech and Language Therapy</p> <p>SALT advice informs targets on the EHCP, Annual Reviews. These are then reviewed and progress is evident through their achievement.</p> <p>Wellcom assessments for EYFS and primary completed for all students. All teachers trained in using assessments.</p>
<p>2023-24</p> <p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p> <p>This includes Increasing opportunities to develop independence both inside and outside of the family home</p>	<p>School improvement target and focused appraisal for all staff – measured via observations and progress in relation to EHCP targets</p> <p>Sustained high levels of well-being evidenced with qualitative data from all stakeholders. - Significant participation in enrichment activities.</p>
<p><b>Ongoing 2022-24</b> Parents are supported to understand and meet the needs of their children to extend knowledge and skills into the home</p> <p>Parents understand the importance of regular attendance</p>	<p>Increased parental engagement through parent support groups and support from Family Wellbeing Coordinators</p> <p>Training for parents focussing on specific communication and sensory interventions, such as Makaton, riding the rapids.</p> <p>Attendance % of disadvantaged pupils remains consistent with that of non-disadvantaged pupils.</p> <p>Increased attendance for identified pupils through a bespoke package of pastoral support.</p> <p>External support is accessed by a wide range of families through accurate and timely signposting.</p> <p>Targeted workshops are delivered to support parents with specific circumstances surrounding their role with their child</p>