

Chelveston Road Student Premium and Recovery Premium Strategy Statement

2022-2023

The 'Pupil Premium' Grant (PPG) is funding given to the school for the purpose of raising the attainment and progress of disadvantaged students of all abilities to reach their potential.

As Chelveston Road School, for the 2022-2023 Academic Year, we expect to receive £15.850. This funding is the equivalent of £985 Student Premium Grant and a flooring Recovery Premium amount of £6000. The PPG and Recovery Premium allocation is a lagged total based on 2021-22 PP census (10). This funding will support all PP students in the current academic year at CRS (20).

This statement details Chelveston Road School's use of Student Premium and Recovery Premium for the 2022 to 2023 academic year. It outlines our student and recovery premium strategy -how we intend to spend the funding in this academic year. The funding aims to raise the attainment of disadvantaged students of all abilities to reach their potential.

School overview

Detail	Data
School name	Chelveston Road School
Current number of students in school	57 52 (Y7 & 8) 5 (P16)
Current proportion (%) of student premium eligible students	35.09% (20)
Number of students in receipt PP for this year (2021-2 Census)	10 (38.5% of '21 cohort 26)
Academic year/years that our current PP strategy plan covers	2022/2023
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mark Adams (Headteacher)
Student premium lead	Linda Mitchell (AHT)
Governor / Trustee lead	Mike Fargher

Detail	Amount
Student premium funding allocation this academic year	Estimated £9850
Recovery premium funding allocation this academic year	£6000 (Floor)
Student premium funding carried forward from previous years	£4.769
Total budget for this academic year	£20.619

Part A: Pupil premium strategy plan

Statement of Intent

At Chelveston Road School we have secured a school-wide understanding of the schools' main priorities for addressing disadvantage – and how those priorities present across the curriculum and in wider school life. Our overarching intentions are:

High Quality Teaching

- Provide coherent and credible CPD to ensure effective implementation in the classroom. Professional development for staff, in academic and pastoral roles, is centred on supporting staff to help disadvantaged students thrive in school.
- Provide training for staff to ensure that they are systematically focused on providing the best education and positive outcomes for our students.
- Ensure support staff are highly trained and understand their role in helping students to achieve.
- Ensure that class and subject teachers know which students are eligible for the PP/Recovery Premium so that they can take responsibility for accelerating their progress.
- Ensure all students have access to our broad and balanced, knowledge-rich curriculum, irrespective of their background. No student's learning will be capped due to challenges to learning they might have, such as a vocabulary deficit and reading comprehension.
- Ensure that there is a clear, collective understanding of : High expectations; High quality teaching; and Inclusivity.
- Recovery Focus- Rebuild and strengthen relationships across the school
- Recovery Focus- Rebuild resilience and independence throughout all areas of the curriculum.

Targeted Academic Support

- Provide well-targeted support, in the form of a Pastoral Care Worker for social, self -esteem, health and mentoring programmes
- Ensure rigorous assessment promotes early intervention and ongoing support for students. Early intervention, rooted in student need, that enables students to thrive in the classroom can prevent curriculum narrowing and a reactive approach.
- Provide and support individualised timetables/work schedules and personalised learning.
- Recovery Focus-Additional TA support for specific interventions, identified by class teachers and support staff. Particular focus on SLCN across the school.
- Support reading across the school by introducing a whole school focussed reading comprehension and explicit teaching of vocabulary initiative.
- Support communication for all students across the school.
- Elicit a response to students' difficulties in reading across the curriculum, not just through reading interventions and whole school reading programmes.

Wider Strategies

- Support the purchase of school uniform to promote self-esteem, confidence and self-awareness of all students.
- Ensure all students have access to a hot, nutritious meal within the school day
- Ensure all students have access to a range of opportunities to develop their Cultural Capital.
- Recovery Focus- Establish routines to support students and parents/carers.
- Ensure effective working relationships with parents and carers to maximise learning potential.

The strategies used are under constant review for effectiveness and value for money by the Head of School, Staff and Governors.

Our aim is to use Student Premium and Recovery Funding to help us achieve and sustain positive outcomes for our disadvantaged students. Whilst socio-economic disadvantage is not always the primary challenge our students face, we do see a variance in outcomes for disadvantaged students across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged students require it most, targeted support based on robust diagnostic assessment of need, and helping students to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged students, it will benefit all students in our school where funding is spent on whole-school approaches, such as high-quality teaching and learning and pastoral support for students with low self-esteem and mental health needs. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged students will be improved alongside progress for their disadvantaged peers.

Supporting students with EHCPs

Chelveston School is designated to provide SEND provision for students with Cognition and Learning Difficulties and/or Autism.

Our curriculum ensures that our students foster a passion for learning and curiosity that will help to develop high aspirations and successful outcomes. To ensure students are able to fully engage with our curriculum, we work hard to minimize any internal and external barriers to attainment. We do this by addressing:

Internal barriers:

Cognition and Learning

Sensory and/or Physical

Communication and Interaction needs

Social, emotional and mental health

External barriers:

Cultural/social expectations

Special Educational Needs; Physical/Medical Difficulties and or Disabilities; LAC Status

Our strategy is driven by the needs and strengths of each student, based on formal and informal assessments, not labels or assumptions. This will ensure we offer the relevant skills and experience set out in the Preparing for Adulthood outcomes.

Funding is allocated within the school budget each financial year. The budget enables us to rigorously plan the interventions and support necessary for successful student outcomes. Alongside individual student and whole school data, we have incorporated a plethora of research-based evidence to support our strategy. Expenditure is reviewed, planned, and implemented by academic year.

Challenges

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

Challenge number	Detail of challenge
1 HQT	<u>CPD</u> Identifying robust and fit for purpose CPD to ensure staff are able to provide a wide range of different approaches and opportunities to develop student engagement, learning and achievement. New staff mainstream may need additional support/mentoring to develop effective practices when working with a diverse range of learners, including disadvantaged students with SEND. Providing appropriate and effective training for staff to promote and support the mental health needs of students.
2 HQT	<u>Reading</u> Our feeder school data, diagnostic assessments, observations and discussions with pupils show that our pupils with low ability reading ages do not engage with reading books suitable for their reading age. They need access to age- appropriate books to develop self-esteem and engagement with literacy and other areas of the curriculum. Through observations, school data and cross curricula teaching, we find that students have difficulties reading across the curriculum because of vocabulary deficit. Disadvantaged students are more likely to have a tier 2 and 3 vocabulary deficit and reading comprehension issues that may be preventing them from achieving successful reading outcomes and accessing certain parts of the curriculum.
3 TAS	<u>SLCN</u> Through observations, school data, Annual Review process and parent/carer meetings, we find that students have significant challenges around communicating and expressing their needs, including non-verbal, limited language and social interaction difficulties.
4 WS	<u>Emotional Well-being</u> Education and Health Care Plans (EHCPs), our work with students, parents and other professionals inform us that student outcomes are affected by their emotional well-being. Safeguarding and welfare issues contribute to social and emotional issues – Some students in receipt of PP funding show weaknesses in learning behaviours. These students physically and emotionally lack self-belief, determination, resilience, and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.

5 WS	<p><u>Cultural Capital</u> Through observations and conversations with students and their families, we find that disadvantaged students generally have fewer opportunities to enhance their experiences and widen their knowledge of different places, impacting on their ability to develop cultural capital.</p>
6 WS	<p><u>Wellbeing/emotional and self-confidence issues</u> Our assessments, observations and conversations with students indicate that disadvantaged students often feel isolated or ‘different’ if they haven’t got a school uniform, impacting on low self-esteem and behaviour. They also show that students who do not have access to a nutritious meal each day have their learning capabilities negatively impacted.</p> <p>Our assessments, observations and discussions with students and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged students have been impacted by the pandemic to a greater extent than for other students. These findings are backed up by several national studies.</p>

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
High Quality Teaching	
<p><u>CPD</u> Build staff expertise around high priority themes to help students to be better learners. At CRS, extensive staff continuous professional development is offered that is in line with the schools improvement plans and specific to staffs skills and qualities. Practice across the school will reflect current progressive interventions and research led strategies. Develop robust and research led CPD to ensure staff are able to provide a wide range of different approaches and opportunities to develop student learning and achievement. Develop staff’s awareness and ability to support students with their emotional health. CPD for all staff on key principles to be adopted throughout the school: PB’s/ Attachment/ RA (EHCP).</p>	<p>All disadvantaged students are able to access high quality, research led, SEND teaching, resources and support. By the end of each academic year, disadvantaged students are progressing through the CREATE curriculum in line with their peers. All students are achieving at least 1 sub-level of the CREATE assessment tool in each are of the curriculum. All students have appropriate support for their mental health. All staff will attend CPD to support the school’s key principles and develop their knowledge and expertise. Students are aware of the school values and use Restorative Approaches and the Protective Behaviour Programme to supports theirs and others’ personal development. Students demonstrate the school ethos throughout the school day and use the strategies and principles in their lives outside of school, where possible. Teachers teach and model these behaviours. Monitoring tasks, such as learning walks and discussions with students and staff clearly show that the school values and models are having a positive effect on the whole community.</p>

<p>Reading</p> <p>Improve reading standards. Students will be more able to read with the breadth, depth and frequency they need to thrive in the classroom if they become strong readers. Our efforts to address disadvantage pivot on how well students develop their reading comprehension skills.</p> <p>Improve outcomes in reading-Improved reading ages for disadvantaged pupils so that they can access all areas of the curriculum, read for meaning in all areas of society and read for pleasure (RfP).</p> <p>Ensure that CRS has high quality reading books to suit the needs of all learners.</p> <p>Ensure that all staff are explicitly teaching tier 2 and 3 vocabulary in all lessons, including subject-specific vocabulary with increasingly challenging terminology.</p> <p>Ensure that all classes begin the day by reading and developing vocabulary.</p> <p>As part of a whole school focus, develop Reading Comprehension and Language acquisition to support reading.</p>	<p>Assessment of students' reading, including comprehension, will show a reduction in the disparity of outcomes between disadvantaged students and their peers in our school.</p> <p><u>Short Term goals</u> Increased student engagement and confidence in reading. Developing oral language skills, including vocabulary.</p> <p><u>Medium Term Goals</u> Improved student motivation, cognition and metacognition: students have strategies to support reading and comprehension. Improved outcomes following reading intervention. Improved spellings in written work using phonics. Increased evidence of sight recognition of familiar words. Increased evidence of reading beyond the classroom. Develop students' vocabulary to support their reading and comprehension-Exposure Focus. <i>(In general, it has been widely accepted that readers or listeners of different text genres need to be familiar with at least 95% and preferably 98% of the running words in a text to gain adequate comprehension.</i></p> <p>Parent engagement in reading- Students will see members of their family reading for pleasure ('Book Swap Stop')</p> <p><u>Long Term Goals</u> Improved reading outcomes at KS3</p> <p>Each year, school reading ages will have improved with at least 60% of all students achieving an improved score of +3 months.</p>
Targeted Academic Support	
<p>TAs working 1-1 with students to develop a range of specific communication systems to aid students understanding and to develop expressive communication skills. 16 students identified 28.07%</p> <p>Support from SLCN specialist to deliver training and specific strategies for identified students.</p> <p>Training to develop expertise in the use of AAC-Augmentative and Alternative Communication and CATHS</p> <p>Support communication across the school (SLCN identified) with the purchase of Communication in Print (Widget online)</p>	<p>Through achievement of EHC plan termly short steps (targets).</p> <p>Intervention programmes reported on students' IEPs in preparation for Annual Reviews.</p> <p>Staff feel more able to support students with specific needs e.g. verbal dyspraxia, SLCNs</p> <p>At least 25%-of the identified students having secured success on their CREATE Speaking and Listening Tracker in line with their peers.</p> <p>Staff using CATHS.</p> <p>School using Communicate in Print (Widget online) in school to aid communication and learning.</p>
Wider Strategies	

<p>To provide specific intervention designed to aid students with difficulties in self-regulation, e.g. Thrive sessions, Sensory circuits / sensory equipment - mental health and wellbeing. Students are more able to access the academic curriculum.</p> <p>Staff will run student led <i>'Let's talk about ...'</i> sessions throughout the year.</p> <p>Thrive: Occupational Therapies and Sensory Profiling</p>	<p>All students have access to support worker. Staff using school's referral systems. Interventions taking place Pastoral support worker liaising with key staff Pastoral Support worker reporting on progress on students' IEPs. Thrive sensory profiling and sessions taking place to support students. Students will be able to suggest what aspects of their holistic well-being they would like to talk about (advice; development of strategies) and staff will run support sessions. Personal Development focus. Student Voice- At least 70% of students will feel more able to discuss their anxieties and have developed strategies to support their resilience.</p>
<p>To have a shared ethos that poverty proofing is a key ingredient of any inclusive school where disadvantaged students can thrive: This will cover both the formal and informal curriculum, as well as uniform, equipment and other resources.</p> <p>To ensure access to the curriculum is not dependent on family resources or income.</p> <p>For all students to have access to a hot meal at least once a day.</p> <p>Families accessing support available to them through the school and outside agencies-information shared and actions plans developed through AR and Parental Engagement sessions.</p>	<p>Students will feel part of, and recognise their very important part in, the school- Inclusivity.</p> <p>Students accessing FSMs.</p> <p>EEF toolkit Parental engagement: Families feel that they have enough of the correct information to be able to support their young person's development at home.</p> <p>Students are involved in meaningful enrichment opportunities. High quality careers education is not reliant on personal networks or social capital.</p> <p>Students have a strong role in wider school – and have strong leadership roles. This is achieved through involvement in activities that promote self-efficacy and belonging.</p> <p>CRS promotes the 'student voice' on a range of issues, helping students to feel confident and empowered. (School Council)</p> <p>Belonging and a sense of place at school goes beyond the classroom.</p> <p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, take part in activities together, and assist children in expressing their emotions: Supporting children with special educational needs and disabilities.</p>

Activity in this academic year

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

Teaching and Learning (for example, CPD, recruitment and retention)

Budgeted cost: £4700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>a) Staff training on methods to support student mental health. Training on self-regulation of behaviours; RA; Protective Behaviours; Mindfulness.</p> <p>b) To develop staff awareness and knowledge of a range of diagnoses and develop strategies to support students with those diagnoses to reach their full potential.</p> <p>c) To develop staff awareness of strategies to support SEND learners: Retrieval, Cognitive Overload.</p> <p>d) To acquire the knowledge and skills to develop and implement research- based Learning and Teaching strategies across the school and evaluate their effectiveness.</p>	<p>Research suggests that interventions that support young people’s social and emotional skills can reduce symptoms of anxiety and depression: This in turn, has a positive effect on learning.</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>Attachment and Trauma Training-</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Subject knowledge: There needs to be specific focussed training in the processes involved in the teaching of reading with SEND students.</p> <p>Research led CPD is highly effective in supporting a range of learners in SEND provision.</p> <p>Diagnostics/interventions: weak identification of why children are struggling, lack of precise diagnosis and choice of interventions with weak evidence. These can be improved by focussed CPD.</p> <p>https://educationendowmentfoundation.org.uk/news/does-research-on-retrieval-practice-translate-into-classroom-practice</p> <p>Kate Jones-Books to be available in CPD room.</p> <p>https://www.bing.com/search?q=kate+jones+retrieval+practice+website&FORM=QSRE1</p> <p>Training in Colourful Semantics and Kinetic Letters</p> <p>https://www.eventbrite.co.uk/o/integrated-treatment-services-13188452425</p>	1,2,3, 6
<p>Targeted CPD sessions attended by all staff.</p> <p>Training on Self-regulation of Behaviours; RA; Protective Behaviours; Mindfulness: Cognitive Overload Theory: Retrieval Practice; Training / refresher training for new teachers and teaching assistants on the consistent use of Kinetic Letters and Colourful Semantics. Focussed academic training-linked to SDP.</p> <p>Reading-Whole school focus-training needs throughout the year-</p> <p>Training Needs- Internal and external delivery of CPD (FMAT)- £4700</p>		

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase additional reading scheme books to support reading at CRS</p> <p>To develop students' Reading Comprehension and Vocabulary acquisition.</p>	<p>Research Based Rationale: Understanding the meaning of a text requires a combination of word recognition and language comprehension: Learning to Read: "The Simple View of Reading" National Centre on Improving Literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2,3,6
<p>Breakdown of costs Purchase of Toe-By-Toe Books, Reading Schemes, Comic Books, High-Low readers £1000</p>		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted 1-1 TA interventions to develop a range of specific communication systems to aid students understanding and to develop expressive communication skills and vocabulary development.</p> <p>Development of CATHS Personalised learning support for identified students</p> <p>Identified intervention programmes taking place every day.</p> <p>School using Communicate in Print (Widget online) in school to aid communication and learning.</p>	<p>Research shows that children from low-income families have less developed language and comprehension skills than children from more affluent households. They also are less able to understand abstract language and have lower reading and writing skills. This may be due to less time and resources available to families struggling financially. During the pandemic, students had few or no Intervention programmes reported on in students' IEPs.</p> <p>Communication at the Heart of the School A Guide for Practitioners Working with Children with Learning Disabilities By Rachel Sawford, Ann Miles</p> <p>EF Toolkit –Digital Technology / Internal data / one to one or small group support</p> <p>EEF Study states: <i>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</i></p>	1,2,3,6
<p>Breakdown of costs TA intervention sessions and purchase of Widget Online Total-£2,000</p>		

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

Budgeted cost: £12.919

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive: Occupational Therapies and Sensory Profiling</p> <p>Provide specific interventions designed to aid students with self-regulation, e.g. Sensory circuits / sensory equipment - mental health and wellbeing.</p> <p>Allow enough time for effective implementation, particularly in the preparation stage; prioritise appropriately.</p>	<p><u>School Data:</u> 56/57 (98.25%) of students have SEMH as one of their EHCP needs.</p> <p>Staff continue to make referrals to the Pastoral Support worker for additional needs support. New intakes have anxiety, or an inability to self-regulate in class.</p> <p>Staff are more aware of the Mental health needs of students and are identifying behaviours which disrupts the students' ability to learn and disrupts teaching and learning time.</p> <p>Several new students have displayed attachment difficulties and have asked for a referral to the pastoral support worker.</p> <p>Staff have observed that sensory equipment and resources can be effective at providing support for our students with sensory needs.</p> <p>Close liaison with pastoral Support worker ensures that strategies/ programmes students are undertaking are shared and, therefore, staff will have the ability to encourage students to use what they have learnt as part of the programme.</p> <p>An increased number of students accessing programmes.</p> <ul style="list-style-type: none"> - Increased safety. <p>Decrease in inappropriate behaviour. Increase in school participation. Continued student engagement</p> <p>Students improving behaviour resulting in increased participation in lessons/progress made. Improved emotional well-being and attendance / participation across school.</p> <p>EEF toolkit – collaborative learning / individualised instruction:</p> <p>EF toolkit - Metacognition and self-regulation -A whole school approach to mental health.</p>	1,4,5,6
<p>CPD-Staff training to recognise and refer students. Data analysis time. 6hrs Pastoral Support worker per week. Planning and report writing. Resources purchased as necessary. Training in house – staff hours- Sessions each week with Pastoral Support Worker £2669</p>		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform purchase and FSM	All students in school wear uniform. Evidence shows that this promotes self-esteem, confidence and self-awareness.	4,5,6
<p><u>Breakdown of costs</u></p> <p>10 PP Students (Y8) have access to Uniform support grant- 10 x £75 -£750 and 20 PP students will have access to FSM (£9500)</p>		

Total budgeted cost: £20,619

Further Information

The grant allocation does not have to be completely spent by schools in the financial year it is allocated, some or all of it may be carried forward to future financial benefits to students.

Part B: Review of outcomes in the previous academic year

Student premium strategy outcomes:

This details the impact that our PP/RG had on students in the 2021 to 2022 academic year. As CRS was a brand-new school, the allocation of PP/RG funding was not in place to use for all targeted areas. Any monies not spent have been carried forward to this year.

High Quality Teaching and Learning	
Outcome	Results
Develop robust and research led CPD to ensure staff are able to provide a wide range of different approaches and opportunities to develop student learning and achievement. Develop staff's awareness in the teaching of students with dyslexia, verbal dyspraxia, comprehension and other identified needs (EHCP). Develop staff's awareness and ability to support students with their emotional health	All of our students, including disadvantaged students accessed high- quality, research led, teaching, resources and support. By the end of academic year 2021-22 all disadvantaged students progressed through the CREATE curriculum in line with their peers. All students have achieved at least 1 sub-level of the CREATE assessment tool in each are of the curriculum. All students had access to appropriate support for their mental health.
Improve outcomes in reading-Improved reading ages for disadvantaged students so that they can access all areas of the curriculum, including tiered and subject-specific vocabulary with increasingly challenging terminology	Reading Tests and Phonics Screening showed that there was no disparity of outcomes between disadvantaged students and their peers in our school. Short Term goals of increased student engagement and confidence in reading was evident. This was supported by our whole school reading focus and challenge tasks. Following reading interventions, there was an improvement in student reading tests- 90%. Our long-term goals of improved reading outcomes at KS3 will be looked at further at the end of year 9. The signs are positive with over 74% making improvements.
Targeted Academic Support	
Outcome	Results
To provide specific intervention designed to aid students with self-regulation, e.g. Sensory circuits / sensory equipment - mental health and wellbeing.	All students have access to support worker. Staff are using school's referral systems. Interventions taking place. Pastoral support worker liaising with key staff Pastoral Support worker reporting on progress on students' IEPs.
TAs working 1-1 with students to develop a range of specific communication systems to aid students understanding and to develop expressive communication skills. 5 students identified 41.6%	Intervention programmes reported on students' IEPs in preparation for Annual Reviews. Staff feel more able to support students with specific needs e.g. verbal dyspraxia Identified students secured success on their CREATE Speaking and Listening Tracker in line with peers.
Wider Strategies	
Outcome	Results

To widen the range of opportunities for students to visit new places and have new experiences for the educational value linked to themes, social developments and to support Social, Moral, Spiritual and Cultural development	Lack of a mini-bus meant that outside visits were minimal. We did have a successful Sports event at Wollaston School and a celebration of reading success at Stanwick Lakes. CRS hope to have a new mini-bus in the new year.
For all students to be part of Chelveston Road Team by wearing the school uniform	Students all in uniform.

Additional Information

To support our PP/RG funding for this year and future years, CRS staff have investigated several reports and studies about the effective use of Student Premium for young people with SEND. Our first year at CRS, alongside the long-term effects of the pandemic on disadvantaged learners, has given us an insight into family life for those from a range of backgrounds. We continually work hard to forge strong relationships with parents/guardians and have offered alternative support networks e.g. Annual Reviews taking place by TEAMS, to support our families in the current climate of worries around finance and health.

At CRS, we have high expectations around areas of effective practice, and of personal professional development. We have found the EEF's implementation guidance a robust and informative framework on which to build a three-year approach. As our SLT grows, this will be an area of development. This will be quality assured by the SLT team and governors.