

Pupil premium strategy statement – Trenance Learning Academy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

| Detail (Based on October 2023 Census) | Data |
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| Number of pupils in school | 349 |
| Proportion (%) of pupil premium eligible pupils (55 FSM + 5PLAC) | 17.19% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | Sept 2021 – Aug 2024 |
| Date this statement was published | September 2021 Initially. This review December 2023 |
| Date on which it will be reviewed | Autumn 2022 – Year 1 / Autumn 2023 – Year 2 / Autumn 2024 – Year 3 |
| Statement authorised by | Clare Crowle (Year 1) Matt Williams (All subsequent years) |
| Pupil premium lead | Tash Williams |
| Governor / Trustee lead | Lisa Mann |

Funding overview

| Detail (Based on October 2022 Census) | Amount |
|--|---------------|
| Pupil premium funding allocation this academic year based on October 2022 census. | £77115 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £7685 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £84800 |



Part A: Pupil Premium Strategy Plan

Statement of intent

At Trenance, reversing disadvantage is a deeply personal challenge and a mission for us all. Only action born out of knowing individual children, where it is everyone's business and privilege and everything that we do, will we have the chance to support all children who are presently or previously experiencing disadvantage or those who are likely to experience disadvantage in the future. We are the greatest hope and the biggest resource that children and their families have to reverse disadvantage. We aim to understand and overcome the forces that act explicitly and implicitly to reinforce disadvantage over time.

The pandemic has not been felt evenly, it has exposed and entrenched disadvantage and threatens to define and harm a generation. Without greater action and decisive intervention, our legacy will reflect that we did not do enough for those that need us the most.

Our aim is to make sure that what we do between 08:45 and 15:15 every day is so robust that it is enough to get every child where they need to be, regardless of what they 'have' or 'do not have' at home.

We seek equity over equality to support learners experiencing disadvantage to have the (supported) opportunity and (leveraging) experiences that will allow them to be successful.

"There are no great schools without great teachers. The quality of teaching is the single most important in-school factor for improving pupil outcomes and it is particularly important for pupils from disadvantaged backgrounds." DfE 2021

As a designated Teaching School Hub and English Hub it is our avowed core purpose to ensure that every classroom at Trenance is the best at how and what they teach so that disadvantaged pupils receive quality first education all day, every day. We focus on keep up, not catch up.

Principles

- Every teacher is the best at how and what they teach so that every child experiences quality first teaching all day, every day.
- We ensure that teaching and learning opportunities meet the needs of all pupils and that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of pupils experiencing social disadvantage are addressed.
- In making provision for pupils experiencing disadvantage, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged. Therefore, we adopt a 'What we do for one, we do for all' vision to ensure that all pupils who are or may be marginalised receive a high quality education. Our intention is that all pupils are included in challenging learning.
- We also recognise that not all pupils who are experiencing disadvantage are registered or qualify for free school meals. We therefore allocate Pupil

Premium funding to support any pupil or groups of pupils that the Academy has legitimately identified as being socially disadvantaged or have additional vulnerabilities such as SEN or EAL.

- Equity of offer – Every learning opportunity at Trenance is open to all pupils but we ‘positively advantage’ all pupils experiencing disadvantage to ensure they access that offer.
- The use of a 3 year plan aligns to our 3 year timeframe of YF – Y2. Each cohort is carefully monitored for their needs. The 3 year plans allow every class teacher to relay information to the following year group teacher +from YF-Y2 through transitions and Laser Conversations.

School Context

The map below highlights the Index of Multiple Deprivation for the surrounding areas of Trenance. The Index of Multiple Deprivation (IMD) is the official measure of relative deprivation in England. It follows an established methodological framework in broadly defining deprivation to encompass a wide range of an individual’s living conditions. People may be considered to be living in poverty if they lack the financial resources to meet their needs, whereas people can be regarded as deprived if they lack any kind of resources, not just income.



Lower-Layer Super Output Areas (LSOAs) are small areas designed to be of a similar population size, with an average of approximately 1,500 residents or 650 households. There are 32,844 Lower-layer LSOAs in England. There are currently 49 pupils on roll and the school is in one of most deprived wards in England, 42% of pupils drawn from the 0-30% most deprived Super Output Areas

Pupil Premium funding will be allocated following annual needs analyses which will identify priority classes and groups. Half termly meetings will monitor the impact of targeted support for identified pupils. Children who are entitled to receive Pupil Premium and the Recovery Premium funding are: children in receipt of free school meals, looked after children.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Attendance & Punctuality of some disadvantaged pupils. |
| 2 | Significant language gaps prevent pupils from accessing learning and meeting their full potential. |
| 3 | 'Learning Readiness' - Some disadvantaged children are not yet ready to learn at all times, due to their emotional state. |
| 4 | 26% of our current Y1 Disadvantaged cohort did not reach GLD and therefore have gaps in their readiness to access KS1. |
| 5 | All pupils' gaps in knowledge due to the pandemic or missed developmental opportunities need assessing; teaching, learning and additional support in place to close gaps. |
| 6 | Every child has experienced severe disruption to their access to pre-school or developmental milestones during the 2 extended periods of closure. |

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 |
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| <p>Attendance for disadvantaged pupils is at least 95% each term.</p> | <ul style="list-style-type: none"> • The attendance of all disadvantaged pupils is rigorously monitored and swift robust action is taken for any pupil not in school within the first half an hour of non-attendance. • The school work with parents using our <i>Project 100</i> programme to understand that their child must be in school, on time, every day, learning ready and that non-attendance or lateness will be rigorously pursued. • The Attendance Team proactively manage the attendance of individual pupils using the access plan arrangements. • All class teachers are vigilant on DP attendance rates and report concerns |
| <p>The % of pupils whose comprehension levels are below ARE to reduce from 16% to 0%.</p> | <ul style="list-style-type: none"> • All DP pupils are screened on entry to Trenance in EYFS but also if arriving in Year 1 or 2. • DP pupils leave EYFS having reached the ELG for Speaking and Listening. • All pupils including DP are assessed in language comprehension on entry to the school. Those who require it, receive intensive provision to help close the gap as quickly as possible. • Voice 21 CPD allows all staff to provide whole-class quality first teaching and learning in oracy. |
| <p>All disadvantaged pupils to have the emotional capacity to be ready to learn at ALL times. As a result, the % of SEMH concerns reduce significantly.</p> | <ul style="list-style-type: none"> • Equip the children with strategies for a positive mind set using RSHE lessons and the school values. |

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| | <ul style="list-style-type: none"> • Provide CPD for all staff to deliver Emotional First Aid as part of normal classroom practice, this includes the use of Jigsaw RHSE to deliver the new RHSE curriculum. • Highly trained support staff will deliver bespoke nurture-based support, helping to develop pupil's resilience, self-esteem and confidence. • Progressive themed assemblies that incorporate the school values and rules as well as focussing on wellbeing and developing social skills are delivered consistently. • Pupils who are disadvantaged are focused and ready for learning. |
| <p>All disadvantaged pupils who did not reach GLD progress to ARE by the end of KS1.</p> | <ul style="list-style-type: none"> • Pupils are assessed and starting points to close learning gaps are well known amongst the team. • DP data profiles from EYFS are known by Year 1 class teachers and pupils are discussed during laser conversations. • KS1 teams plan 'closing the gap' activities for target pupils. • By end of Autumn 1 the % of pupils not Y1 ready has decreased, and again by end of Autumn 2. • The barriers for disadvantaged pupils are well known and understood by the whole class team. • Curriculum Teams understand the needs of all pupils and ensure that learning is sequenced appropriately, incorporating any missed or rusty learning. |

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| <p>All disadvantaged pupils achieve above the national average in PSC, Reading, Writing and Maths.</p> | <ul style="list-style-type: none"> • The Trenance 'Adventures in Learning', provides all pupils with the knowledge and understanding of the wider world in which they live, whilst also helping them to feel rooted in their local community. • All staff to receive high quality CPD to support in the planning and delivery of a high-quality curriculum with a consistent approach across KS1. • All gaps in pupils' composite skills/knowledge are identified and the curriculum is shaped to meet these gaps. • Teaching and learning is effective to individual needs and quickly moves pupils forward from their post closure starting points. • Assessments are frequent and purposeful, supporting the future learning of pupils. Planning and teaching is reflective of assessments and effective in closing gaps in learning. |
| <p>All disadvantaged pupils to access our wide, rich set of experiences.</p> | <ul style="list-style-type: none"> • Disadvantaged pupils are encouraged to attend any extracurricular clubs. They will receive priority placements for all clubs on offer. • Project 100 funding allows all pupils the opportunity to attend all trips, visits and activities outside of school. • The attendance team to monitor and provide transport where necessary to ensure no pupil is disadvantaged or unable to attend activities. |

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: £ 55600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| All staff are highly vigilant for pupil attendance and raise concerns where there is persistent absence or lateness. Staff attend regular masterclass training in the process of tackling attendance and lost minutes of learning. Staff ensure exciting activities and challenges are on offer for 15 minutes before registration each day. | <p>Supporting the attainment of disadvantaged pupils</p> <p>We know that disadvantaged pupils with high attendance and low lateness, achieve well, but conversely disadvantaged pupils with lower than average attendance achieve less well.</p> <p>We want children to want to come to school every day and on time- in fact we are aiming for children to want to come early. If we can get them to arrive early, they won't miss a single minute of their learning- but they will also benefit from utilising our additional early morning provision from 8.45 – 9.00</p> | 1, 6 |
| Continue to provide the teaching of Early Reading through RWInc., high quality story times, and focusing on high quality talk throughout the school day. | <p>EEF - improving literacy at KS1</p> <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Exposing children to rich language daily and through environments that are language rich will work towards closing the gap.</p> | 2, 6 |

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| | <p>Hart & Risley research shows the gap on story-time hours and the impact this has on known vocabulary.</p> <p><i>'There is a proven positive relationship between reading frequency, reading enjoyment and attainment'</i> (Clark, 2011; Clark and Rumbold, 2011; Twist et al, 2007).</p> | |
| <p>Transition from YF to Y1 is smooth. Staff ensure that the curriculum leads on from where they left off in EYFS</p> | <p>EEF - Early Years Toolkit</p> <p>Children are transitioning from a long period of holiday back to school, and they have a change in classroom, teacher and support staff. Our rationale is to keep as many things the same as possible in terms of teaching style and pedagogy during this period of transition – regular Plan Do Review sessions and Challenge Time - RWI groupings and Maths groupings to remain the same during transition window</p> | <p>4, 6</p> |
| <p>High quality staff CPD</p> | <p>EEF - Effective professional development</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff Masterclasses, INSET training. This includes speech and language training to ensure all staff feel confident to deliver specific training. This high quality CPD is used to “raise the status” of disadvantaged pupils in our community. We are the designated lead for the Kernow English Hub and the OneCornwall Teaching Hub.</p> <p>We are also a Cornwall Associate Research School led by the Education Endowment Federation.</p> | <p>1, 2, 3, 4, 5, 6</p> |

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| <p>Purchase and implement specific software to support the model of instructional coaching for staff to develop quality of teaching. Teachers will be trained in carrying out Instructional coaching.</p> <p>SLT to ensure embedding of incremental coaching process.</p> | <p><u>What is Instructional Coaching?</u></p> <p>Instructional coaching is currently the highest quality CPD which allows for the most progressive and rapid change in teaching.</p> <p><u>What are the characteristics of teacher professional development that increase pupil achievement</u></p> <p>A systematic review and meta analysis (EEF) emphasises that the more individual and focussed the target setting and development can be, the bigger the impact will be on pupil progress.</p> | <p>2, 3, 5</p> |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 17500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Project 100 Financial Incentive for families of £100 to spend on 'in school' activities linked to attendance remaining above 96% and attendance at all</p> | <p><u>EEF - working with parents to support children's learning</u></p> <p>Since our introduction of the Project 100 incentive, we have seen an increase in pupil attendance and parent interactions. Parent attendance at parent consultations has</p> | <p>1, 6</p> |

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| parent consultations. | increase and parents have discussed the benefit of using Project 100 and the positive impact that this has on their child and their child's school experience. | |
| All disadvantaged pupils assessed as having an age related gap in speaking and listening on entry to Trenance will receive speech and language intervention. | <p>EEF - early language intervention</p> <p>All children at Trenance are assessed using Language Link upon arrival. From these assessments, our in house Speech and Language Therapist creates bespoke S&L provision for each child depending on the level of need. Pupils then receive targeted sessions based on comprehension using the Language Link resources or weekly 'Talk Boost' group sessions.</p> | 2, 6 |
| Disadvantaged pupils to receive additional and bespoke Trauma Informed Schools sessions where required. | <p>PHE - Introduction to Adverse Childhood Experiences</p> <p>The Adverse Childhood Experiences study (ACE study) has found that adverse childhood experiences are a leading determinant of mental illness. A mass of research studies on social buffering show that 'protective factors', namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health. Therefore, in order for children to achieve well, we know they must feel safe, supported and ready to learn.</p> | 3, 6 |
| Disadvantaged pupils who did not achieve GLD receive targeted | EEF - Mastery learning | 4, 6 |

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| <p>support in the areas where they were below ELG.</p> | <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.</p> <p>Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps.</p> <p>The support programme is bespoke and written by leads in the areas of deficit and delivered by highly trained staff and within the context of their new Y1 classrooms. Parents are kept informed on what these areas are so that they can work in partnership with school.</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Embedding of TIS (Trauma informed Schools) pedagogy into the curriculum to ensure that ALL children will have access to and benefit from this approach.</p> | <p>Research in Practice - embedding trauma informed practices</p> <p>The Adverse Childhood Experiences study has found that adverse childhood experiences are a leading determinant of mental illness. A mass of research studies on social buffering show that 'protective factors', namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental,</p> | <p>3, 6</p> |

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| | physical and societal ill-health. Therefore, in order for children to achieve we know they must feel safe, supported and ready to learn. | |
| Parent partnership involvement in TIS strategies and rationale | NCTSN.org - Creating supporting sustaining trauma informed schools a systems framework As Above | 3,6 |
| Parent partnership for target pupils through structured conversations to close the gaps in the target areas of EYFS not met. | EEF - working with parents to support children's learning Children spend only 10% of their waking hours at school and so any support we can harness from parents in moving pupils from deficit areas of EYFS will help move pupils' forwards. | 4, 6 |

Total budgeted cost: £ 84800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- The data from end of KS1 2022 / 2023 show that:
 - In reading 74% of our disadvantaged pupils achieved ARE or better (compared with 54% (DP) & 73% (all non DP) nationally)
 - In writing 42% of our disadvantaged pupils achieved ARE or better (compared with 44% (DP) & 65% (all non DP) nationally)
 - In maths 84% of our disadvantaged pupils achieved ARE or better (compared with 56% (DP) & 75% (all non DP) nationally)
- PSC data for all of our pupils was 92% achieved compared to 79 % for all pupils nationally
- Overall, the disadvantage gap remains evident at the end of KS1 (42% of disadvantaged pupils achieving combined ARE compared with 61% of non-disadvantaged nationally).
- Progress scores (Corestats) for 2023 KS1 attainment are positive (+3 reading, +5 maths.)
- GLD data from EYFS 2022 / 2023 show that 74% of our cohort were on track for GLD and 53% of our disadvantaged pupils were on track. This is an increase on last year's figures and is higher than figures for the rest of Cornwall
- The emphasis on developing pupil's oracy skills continues to be apparent throughout the school. Talk guidelines (TLA talk) continue to be used consistently throughout the school allowing pupils to become more confident in speaking to others in a clear and articulate manner. This is being achieved through coaching, daily practice and peer supervision.
- Behaviour continues to be a consistent focus during the year. Behaviour resets, daily practice, coaching and peer supervision sessions and the continued consistent approach from all staff members has ensured that behaviours across the school are consistently high.
- Attendance for disadvantaged pupils remained high profile, closely monitored throughout the academic year. Teachers continue to ensure that all parents are fully aware on the benefits of continuous education. This robust programme has supported the continued improvement of attendance, which is fully embedded into school practice. Any absence continues to be followed up by a telephone call or a home visit where appropriate by the Inclusion & Attendance Lead.

- Attendance comparisons between academic year 2021/ 2022 and 2022/2023 show an increased attendance percentage of 3.4% (92 % / 95.4%).
- The Project 100 initiative ensures there is a focus on parent's commitment to ensure that their child is in school on time (early) every day, learning ready. The team work hard to get our most vulnerable pupils in school and ensure that there is a safe place of support for the family. Project 100 continues to be a valuable tool within the school, encouraging parental participation and engagement of our families who are experiencing disadvantage. The central and most important theme of Project 100 is that staff, parents and pupils will share a common agreement that we will all have a 100% commitment to each child's education during the 3 years that they are at Trenance This has continued to result in 100% of families attending either parent consultations or phone conversations.
- Language Link comprehension screening for all pupils on entry and the rescreening process again show that the majority are making progress and some pupils have made accelerated progress and are now at the expected level for comprehension. For those who are still working below the expected standard there is additional ongoing intervention and further assessment from the Speech and Language therapist, and classroom support staff. These are pupils with significant and long-term challenges in communication and interaction.
- The school has a strong ambition for Oracy throughout the school, with a strong culture in every classroom. All staff recognise that oracy is central to learning and is one of the biggest strength is closing the disadvantage gap. Continued whole school CPD has enabled all staff to develop oral-rich pedagogies and place quality first teaching in oracy at the forefront of the curriculum.
- There is a strong culture of continuous learning – staff development, daily practice, coaching. Staff are empowered to view themselves as lifelong learners and to help facilitate the learning of others within the school. Learning is seen as a key part of the adult learning journey, empowering individuals to achieve personal and professional development. Instructional coaching underpins the professional development we deliver at Trenance. Each staff member receives actionable pieces of feedback using the highest leverage point to enhance their practice and improve positively in pupil outcomes captured in our instructional coaching programme. Everyone at Trenance receives coaching built on relationships of trust. We pride ourselves on doing the simple things well but with absolute rigour.
- Throughout the year there has been regular CPD for all staff on awareness and the needs to be vigilant around pupils' wellbeing,

particularly in recognition of the long term impact upon children's mental health and wellbeing of previous periods of school closure. The Inclusion Lead shares with all staff the names of children who require extra nurture to ensure a consistent approach. Wherever a child has been identified as being vulnerable, additional emotional literacy work undertaken by classroom staff, supported by TIS practitioners, at attendance of the Me Time club.

- Trenance is a Trauma Informed School, the whole staff are trained and vigilant for pupils' behavioural changes and personalise their approach to match pupil need to add additional nurture and support as required. The adults are enabling children to address negative self-referencing and to help them move from 'behaving' their trauma/painful life experiences, to reflecting and developing coherent life narratives. Where pupils are requiring individualised TIS support, the TIS practitioners are providing specific training and supervision to staff undertaking this work. Need for vigilance around pupils' emotional wellbeing and having emotionally available adults at school generally, as well as access to TIS practitioners. The Inclusion team made up of DSL / DDSL/ SENCO / Mental Health Lead oversee the provision map for each target child based/dependent on their area of need. The Inclusion Lead facilitates relationships with parents to add additional support at home and to compliment the work taking part in school, working with parents and appropriate agencies to provide support for parents. Classroom staff, support in identifying and referring parents. Staff are intentional in their approach to continue to develop relationships with children and their families.
- YF lead and Y1 lead continue to work closely throughout the Autumn transition window. Each YF teacher has worked closely with the receiving Y1 teacher to ensure all information is passed on. Laser conversations allow for close monitoring and support to meet the needs of all pupils.
- The continued use of provision map enables all staff to highlight and recognise the barriers to learning and the strengths that all our learners have. Regular peer supervision amongst staff ensures that high quality first teaching takes account of the relevant barriers and strengths for each child.
- Teachers' assessments are precise and have been substantiated by the statutory assessments, Trust wide moderation and the Local Authority moderators for KS1. The data gathered this year gives us a firm starting point as we continue to support progress.
- All children who have experienced disadvantage have had access to the Early morning ranger club and have been offered the priority

placement on clubs and are explicitly encourage to take up this place. Take up has been more than 85%.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|----------------|---|
| Jigsaw PHSE | Jigsaw PHSE Ltd – Jan Lever Group |
| Discovery RE | Discovery RE Ltd – Jan Lever Group |
| Voice 21 | Voice 21 – The national oracy education charity |
| StepLab | StepLab Ltd |
| Language Link | Speech link Multi Media Limited |
| Get Set 4 PE | Get Set for Education |
| Healthy Movers | Youth Sport Trust |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Pastoral support available to pupils as and when required.

The continuation of our "TLA Troopers" provision, including liaising with parents to support military parades and services.

Resources to support children from service families included staffing, materials to provide one-to-one support where necessary (including books, art materials, reading packs, scrapbooks). Raising awareness of the importance of our service personnel through information sessions in school.

The impact of that spending on service pupil premium eligible pupils

Pupils were provided with support at the time of need either on an individual or group basis. This was particularly effective for those pupils whose parents have been deployed or working away from home for periods of time.

Further information (optional)

Despite young people growing up in an era of declining opportunity, disadvantaged pupils at Trenance exceed the national average year on year. This is no accident and stems from our culture of high expectations and unapologetic drive to ensure that disadvantaged children in the South West are provided with the same opportunity as their more affluent peers.

Our staff are one of the reasons why our DP children achieve consistently well. Our wellbeing strategy ensures that staff satisfaction is high which in turn increases morale and work output. Our staff are trained equally to ensure this morale is maintained. Having a well trained workforce enables everyone to see where improvements could be made. They strive to always be the best they can be. We all work collaboratively to ensure that there is a relentless focus on what we do between the hours of 8.45 and 3.15. We are all passionate that we make the teaching and learning so robust that it doesn't require additional input to be successful. We find any gaps early on in a child's educational journey and the plug them with rich experiences, high quality practitioners, optimum conditions for learning and full equality of access. The use of this positive discrimination ensures full access for all children but in particular those that are the most disadvantaged.