

# Pupil premium strategy statement – Knowle DGE

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                                                                                                          | Data                        |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------|
| Number of pupils in school                                                                                      | 165 in September 2026       |
| Proportion (%) of pupil premium eligible pupils                                                                 | 68.9                        |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2025-2026 to<br>2027-/2028  |
| Date this statement was published                                                                               |                             |
| Date on which it will be reviewed                                                                               | September 2026              |
| Statement authorised by                                                                                         | K Lee-Wells,<br>Headteacher |
| Pupil premium lead                                                                                              | Nicholas Field, SENDCo      |
| Governor / Trustee lead                                                                                         | Elizabeth Jahn              |

## Funding overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                         | £102,080 |
| Recovery premium funding allocation this academic year                                                                                                                      | £0       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £102,080 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Knowle DGE, our commitment is to use Pupil Premium funding strategically to:

- Improve educational outcomes for disadvantaged pupils.
- Accelerate progress and raise attainment of eligible pupils.
- Help close the attainment gap between disadvantaged pupils and their peers.

This funding also supports our wider aims to reduce violence, promote a safe and inclusive school environment, and ensure all pupils feel a strong sense of belonging — particularly through initiatives such as school uniform support.

While socio-economic disadvantage is not the only challenge our pupils face, we recognise disparities in outcomes for disadvantaged pupils compared to their peers, especially regarding:

- Academic attainment
- Progression to further and higher education
- Employability
- Social and emotional well-being
- Positive engagement in school life

Safe school environments are central to supporting our pupils' success. We employ trauma-informed approaches and restorative practices to reduce incidents of violence, bullying, and conflict. Our staff are trained in de-escalation techniques and emotional co-regulation strategies, creating a calm and respectful environment where all pupils can thrive.

Supporting students through school uniform initiatives is another vital part of our strategy. We ensure all pupils have access to appropriate school uniform to foster a sense of equality, belonging, and pride in our community. This reduces stigma and distractions, promoting positive peer relationships and helping to decrease social tensions that can contribute to conflict.

Our approach remains rooted in quality first teaching and a broad, inclusive curriculum, designed and adapted to meet the needs of our disadvantaged pupils. We prioritise curriculum equity, ensuring all learners access a rich and challenging curriculum regardless of their background. Individual Education, Health and Care Plans (EHCPs)

remain central, linking clear learning goals with targeted support and interventions that are carefully integrated into classroom teaching.

We use a tiered approach to intervention, combining high-quality universal provision with targeted support and specialist services where needed. Teaching strategies include retrieval practice, interleaving, and scaffolding to support memory retention and skill development over time. Formative assessment and feedback loops ensure that teaching is responsive and aligned to learners' next steps.

We have expanded the use of personalised and bespoke timetables to respond to the increasing complexity of needs, focusing not only on academic progress but also attendance, safeguarding, emotional regulation, and communication skills. Pupil Premium funding enables these tailored pathways and enhances pupils' life experiences and cultural capital.

We invest significantly in professional development for all staff, especially in trauma-informed practices and violence reduction strategies, alongside evidence-informed teaching and learning methods grounded in disciplinary literacy and adaptive teaching. This includes explicit teaching of subject-specific vocabulary, as well as the promotion of oracy to build pupils' confidence and communication skills. Metacognition is actively taught to help students become aware of their own learning processes and develop greater independence.

Our implementation is guided by a robust logic model, ensuring that resources are aligned with intended outcomes, and we monitor implementation fidelity to evaluate the consistency and impact of our actions. Teaching assistants play a crucial role, with targeted training to maximise their influence on pupil progress and inclusion.

Our strategy is dynamic and responsive, driven by the individual strengths and evolving needs of each young person. Formal and ongoing informal assessments guide our decisions, avoiding assumptions or labels. A portion of Pupil Premium funding is reserved to address emerging needs promptly, ensuring every pupil receives the support necessary to develop the skills and experiences essential for adulthood.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                  |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Our assessments, observations and discussions indicate that the literacy and reading abilities of the majority of our disadvantaged pupils remain significantly below their chronological age.                       |
| 2                | As identified in many Education, Health and Care Plans and through ongoing assessments, disadvantaged pupils continue to experience greater speech, language and communication difficulties compared to their peers. |
| 3                | Our observations and assessment data show that many disadvantaged pupils are working below age-related expectations, primarily due to gaps in prior learning and disrupted education.                                |
| 4                | Attendance reviews indicate that the attendance rates of disadvantaged pupils remain lower than those of other pupils, affecting their learning opportunities and progress.                                          |
| 5                | Increasing incidents of violence and anti-social behaviour within local communities are negatively impacting the safety, wellbeing and engagement of many of our disadvantaged pupils.                               |
| 6                | Many families within our disadvantaged community struggle to provide adequate clothing and school uniforms for their children, creating barriers to pupils' confidence, attendance and sense of belonging at school. |

## 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                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>1 – Improved literacy and reading ages relative to their starting points</i> | <p>Levels of literacy, particularly reading, for the majority of disadvantaged pupils are currently well below their chronological age.</p> <p>Within three years, assessments will demonstrate that the majority of disadvantaged pupils have improved their literacy and reading abilities to be in line with their chronological age, showing progress relative to their individual starting points.</p> |
| <i>2 – Improved speech, language and communication skills</i>                   | <p>Many disadvantaged pupils experience speech, language, and communication difficulties as identified in Education, Health and Care Plans and by Speech and Language therapists.</p> <p>Over the next three years, disadvantaged pupils will show notable improvements in language, communication, and comprehension skills through targeted interventions and ongoing support.</p>                        |
| <i>3 – Improved attainment and close learning gaps</i>                          | <p>The majority of disadvantaged pupils are currently working below age-related expectations (ARE) due to gaps in prior learning and disrupted education.</p> <p>Our assessment data will show that most disadvantaged pupils achieve improved attainment across the curriculum, meeting or exceeding ARE as a result of personalised learning programmes.</p>                                              |
| <i>4 – improved attendance for our disadvantaged pupils</i>                     | <p>The attendance of disadvantaged pupils remains lower than that of their peers, impacting their learning opportunities and progress.</p> <p>Attendance registers and reviews will reflect a significant improvement in the attendance rates of disadvantaged pupils, narrowing the gap with other pupils over the course of three years.</p>                                                              |
| <i>5 – safety, engagement and wellbeing</i>                                     | <p>Increasing incidents of violence and anti-social behaviour within local communities are negatively impacting the safety, wellbeing, and engagement of disadvantaged pupils.</p> <p>Within three years, improved pastoral care and strengthened community partnerships will contribute to a marked reduction in such incidents, enhancing the safety and engagement of disadvantaged pupils.</p>          |
| <i>6 – access to suitable clothes and uniform</i>                               | <p>Many families within the disadvantaged community struggle to provide adequate clothing and school uniforms, which affects pupils' confidence, attendance, and sense of belonging.</p> <p>By the end of the three-year period, all disadvantaged pupils will have access to appropriate clothing and school uniforms, removing barriers to their full participation and inclusion in school life.</p>     |

## 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

Budgeted cost: **£30,000**

| Activity                     | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Challenge number(s) addressed | Cost           |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------|
| Outdoor Education Activities | The school recognises a need to enhance students' access to experiences that build 'Cultural Capital'. According to the Education Endowment Foundation (EEF), Outdoor Adventure Learning can offer valuable opportunities for disadvantaged pupils to take part in activities they might not otherwise experience. These activities promote the development of important non-cognitive skills—such as resilience, self-confidence, and motivation—which can have a positive impact on pupils' engagement and performance in the classroom. | 2,5                           | <b>£30,000</b> |

### Targeted academic support

Budgeted cost: **£18,000**

| Activity           | Evidence that supports this approach                                | Challenge number(s) addressed | Cost                              |
|--------------------|---------------------------------------------------------------------|-------------------------------|-----------------------------------|
| Bespoke Timetables | Knowle DGE uses Enhanced and Bespoke timetables to support students | 1, 2, 3, 4, 5                 | <b>(Funded through individual</b> |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |               |                         |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------|
|               | <p>facing barriers such as safeguarding concerns or difficulties engaging in learning. These timetables aim to strengthen pupils' social and emotional skills (SEL), which are vital for effective learning and long-term wellbeing.</p> <p>The EEF highlights that SEL helps pupils manage emotions, resolve conflict, build relationships, and communicate effectively. In response to post-pandemic challenges, Knowle DGE has adapted provision and regularly reviews staff training, curriculum design, and the impact of targeted interventions.</p> <p>Our bespoke timetables incorporate the five core SEL competencies:</p> <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-regulation</li> <li>• Social awareness</li> <li>• Relationship skills</li> <li>• Responsible decision-making</li> </ul> |               | <b>student funding)</b> |
| Interventions | <p>Knowle DGE delivers structured, evidence-based interventions aligned with EEF recommendations. These typically involve short, regular sessions (20–50 mins, 3–5 times weekly) sustained over 8–20 weeks.</p> <p>Key features include:</p> <ul style="list-style-type: none"> <li>• Careful timetabling to ensure consistency</li> <li>• Trained TAs with 5–30 hours of preparation</li> <li>• Structured resources and clear objectives</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                | 1, 2, 3, 4, 5 | <b>£10,000</b>          |

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |               |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------|
|                 | <ul style="list-style-type: none"> <li>• Progress tracking and targeted pupil selection</li> <li>• Strong links between intervention content and classroom learning</li> </ul> <p>This approach ensures that the right support reaches the right pupils and has measurable impact.</p>                                                                                                                                                                |            |               |
| Music Tutors    | <p>Knowle DGE provides 1:1 and group music tuition to enhance engagement and wider learning. According to the EEF, arts participation—especially music—can lead to an average academic gain of three months, with benefits seen in English, maths, and science.</p> <p>Research also links music education to improved spatial awareness, well-being, and attitudes to learning, making it a valuable part of our whole-school approach.</p>          | 3, 4, 5    | <b>£5,000</b> |
| Bespoke lessons | <p>One-to-one tuition is a key element of Knowle DGE's personalised learning offer. The EEF reports that 1:1 tuition can accelerate progress, especially for disadvantaged pupils, and is linked to improved attendance, confidence, and attainment.</p> <p>Our bespoke ICT tuition shows an average impact of +5 months' progress for targeted pupils, reinforcing the importance of tailored support delivered in small groups or individually.</p> | 2, 3, 4, 5 | <b>£3,000</b> |

## Wider strategies

Budgeted cost: **£52,400**

| Activity                     | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Challenge number/s addressed | Cost                      |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------|
| 5 minute box and number box. | The EEF recommends that short, regular sessions—around 30 minutes, three to five times per week, over a 6–12 week period—deliver the best outcomes when deploying teaching assistants. These structured, consistent interventions are well suited to building early literacy and numeracy skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1, 2                         | Included in interventions |
| Reading intervention         | <p><b>Reading Intervention</b></p> <p>Assessment data shows a clear need to raise reading levels for many pupils. The EEF highlights reading comprehension strategies as high impact but emphasises the need for a coordinated approach across the curriculum. Interventions should combine phonics, comprehension, and oral language approaches, guided by careful diagnosis of individual needs.</p> <p><b>Fresh Start / Read Write Inc.</b></p> <p>Fresh Start, developed by Read Write Inc. (RWI), has been selected due to its structured phonics approach, which supports learners who may be developing at a slower pace. The EEF reports an average progress gain of +4 months with RWI. It is widely used across the UK and is particularly effective for pupils from disadvantaged backgrounds when delivered consistently over 12 weeks.</p> <p><b>Phonics Interventions</b></p> | 1, 2                         | Included in interventions |

|                                                                                                                                      |                                                                                                                                                                                                                                                                                                                       |         |               |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------------|
|                                                                                                                                      | Phonics approaches have a strong evidence base for improving outcomes, particularly for disadvantaged pupils. The EEF states that targeted phonics interventions are most effective when delivered regularly over a period of up to 12 weeks, supporting the development of early reading skills.                     |         |               |
| Enhanced sensory regulation equipment for PP pupils with enhanced sensory needs, including autism. We will also fund staff training. | We have observed that resources such as weighted jackets, tunnels, lap pads, and proprioceptive equipment help regulate pupils with sensory needs, including those with autism. Investment in sensory tools, alongside specialist staff training, aims to support self-regulation and improve readiness for learning. | 3       | £6,000        |
| Magic breakfast                                                                                                                      | EEF research shows that pupils in disadvantaged schools who receive a school breakfast make, on average, two months' additional progress in core subjects. A nutritious start to the day supports focus, attendance, and learning outcomes.                                                                           | 6       | <b>£3,000</b> |
| Uniform                                                                                                                              | While the EEF notes that evidence is limited, school uniform can contribute to a stronger school ethos and improved behaviour—key factors in creating a positive learning environment. Providing uniform support also reduces the financial burden on families from lower-income backgrounds, promoting equity.       | 6       | <b>£4000</b>  |
| Horse World                                                                                                                          | The EEF recognises the positive impact of physical activity on pupils' health,                                                                                                                                                                                                                                        | 3, 4, 5 | <b>£4,000</b> |

|                        |                                                                                                                                                                                                                                                                                                                                                                                      |            |                                         |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------|
|                        | wellbeing, and academic outcomes—with an average gain of one additional month’s progress. Animal-assisted activities such as those at Horse World can improve attendance, emotional regulation, problem-solving, and communication skills.                                                                                                                                           |            | <b>(1/2 funded from Sports premium)</b> |
| Art Therapy            | Creative therapies can foster a positive school culture and support behaviour and engagement. According to the EEF, approaches involving creativity and role-play are particularly impactful. Art Therapy provides tailored 1:1 support, and therapists also contribute valuable insights for wider staff to better support the young person.                                        | 2, 3, 4, 5 | <b>£11,400</b>                          |
| Drama Therapy          | Drama-based interventions promote emotional expression, confidence, and engagement through structured role-play and reflection. These methods are known to have a positive impact on both behaviour and learning and form a part of our personalised support offer.                                                                                                                  | 2, 3, 4, 5 | <b>£11,000</b>                          |
| Empire Fighting Chance | Empire Fighting Chance combines non-contact boxing with mentoring to support pupils’ social and emotional development. Reported outcomes include increased confidence, motivation, and resilience. The EEF notes that life-skills and enrichment activities—particularly those involving physical activity—can support wellbeing and improve academic attainment by up to one month. | 3, 4, 5    | <b>£13,000</b>                          |

**Total budgeted cost: £100,400**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Education Outcomes for Pupils: 2024–2025**

We have analysed the performance of our school's disadvantaged pupils during the 2023–24, and 2024-25 academic year using key stage performance data, phonics screening results, and internal assessments. Our analysis confirms that while many pupils made expected progress, overall attainment for the majority of disadvantaged pupils remains below age-related expectations, despite some good, and clear accelerated progress in some areas. Where anomalies in progress have occurred, these have been linked to exceptional circumstances, often beyond the school's control. Some of this data is publicly available via Gov.uk, although a portion remains suppressed due to its sensitive nature.

#### **Priority Areas and Strategic Response**

##### **Priorities: 1 & 3 – Literacy, Reading and Missed Prior Attainment**

Our assessments, observations, and discussions confirm that literacy and reading skills for many disadvantaged pupils are significantly below their chronological age. This is closely linked to gaps in prior learning and aligns with national trends.

We continue to fund specialist intervention staff through the Pupil Premium to deliver evidence-based programmes. These interventions are tracked through standardised testing and progress monitoring, and are showing sustained improvements in closing the attainment gap.

##### **Priority: 2 – Speech, Language and Communication Needs (SLCN)**

Many disadvantaged pupils, as identified through their Education, Health and Care Plans and internal assessments, experience more complex speech, language and communication needs than their peers.

Knowle DGE provides three days per week of on-site Speech, Language and Communication Therapy. This includes assessments, written reports, direct intervention, and support for staff to ensure strategies are embedded across the curriculum.

##### **Priorities: 4, 5 & 6 – Attendance, SEMH Needs, and Home/Community Challenges**

Disadvantaged pupils' attendance remains lower than that of their peers, with a significant number affected by social, emotional and mental health (SEMH) needs, as well as wider challenges linked to deprivation, home circumstances, and lower levels of parental engagement.

To address this, we have appointed a member of staff with specific responsibility for attendance. This role involves targeted support for pupils and families where attendance is a concern. Improving attendance remains a school-wide priority.

Our Nurture Team plays a central role in supporting pupils' SEMH needs while at school, and in maintaining strong links with families and external agencies. Staff in these roles provide vital support with wider community challenges and work proactively to improve parental engagement.

### **Review of 2024-25 Approaches and Planning for 2025–26 3-year review**

Our evaluation of strategies used in 2024–25, and over the 3-year plan, has informed revisions to our Pupil Premium strategy for the near Pupil Premium 3-year cycle. Outdoor Education was the most positively received intervention, with strong engagement and a noticeable benefit to pupils' emotional wellbeing. This provision will continue.

Some in-school interventions required adjustment due to changes in staffing and budget constraints. Following review, we have streamlined these interventions to ensure they remain targeted, effective, and focused on improving outcomes in core subjects.

We have also phased out less effective or outdated elements, such as older reading interventions and bespoke timetables that no longer represent value for money, whilst buying into new assessment through Star Reading/Writing and Maths. These changes have allowed us to increase funding for in-school therapies, particularly for pupils with SEMH and SLCN needs.

### **Wider Outcomes for Disadvantaged Pupils**

Our observations throughout 2024-25 showed considerable variation in the wider development of disadvantaged pupils. The long-term impact of the Covid-19 pandemic – including disruption to routines, missed learning, and reduced social interaction – is still evident, particularly in pupils' emotional regulation, resilience, and communication skills.

To address these issues, Knowle DGE has expanded its in-school therapeutic provision. This strategic shift enables us to offer more effective, targeted support and reduce the impact of non-academic barriers to learning, ensuring disadvantaged pupils have a stronger foundation for long-term success.

## Externally provided programmes

| Type of programme       | Programme                                | Provider               | Academic years       |
|-------------------------|------------------------------------------|------------------------|----------------------|
| Mentoring and education | Mentoring                                | Impact Mentoring       | Continual            |
|                         | Mentoring                                | Inspire Mentoring      | Continual            |
|                         | Mentoring                                | Edu Action             | Continual            |
|                         | Mentoring and outdoor education          | Urban Pursuits         | Continual            |
|                         | Social engagement programme              | Sporting Family Change | Continual            |
|                         | Physical education                       | Bristol Bears          | Continual            |
|                         | Social engagement programme              | Sporting Family Change | Continual            |
|                         | Therapy Outreach                         | Exar                   | Ended 2025           |
| Therapies               | Employability skills and work experience | ReWork                 | Continual            |
|                         | Equine therapy                           | Horseworld             | Continual            |
|                         | Boxing therapy                           | Empire Fighting Chance | Continual            |
|                         | Art therapy                              | Independent Therapist  | Continual since 2021 |
|                         | Drama therapy                            | Independent Therapist  | Continual since 2021 |
|                         | Children in Care Mentoring               | Independent Mentor     | Continual since 2024 |

## Further information (optional)

Alongside our pupil premium and recovery premium funding, we are delivering a range of additional initiatives to further support our pupils. These are not funded through pupil premium, but are key to our wider approach.

These include:

- **College Links and Mentoring**

We are working closely with local colleges to offer opportunities such as taster sessions, link programmes, and mentoring. These help pupils with special educational needs (SEN) to become familiar with college life and build confidence in a new learning environment.

- **Work-Based Learning**

We are arranging meaningful work-based learning experiences so that pupils can gain first-hand insight into the world of work.

- **Personalised Learning through PLIMs**

Knowle DGE has introduced Personalised Learning Intervention Maps (PLIMs), which are developed using professional reports and documentation. These ensure that each pupil's learning is tailored to their individual needs, linking their education both to the National Curriculum and to their personal development targets. This allows all pupils to access a curriculum that is appropriately challenging and supportive.

- **Social and Emotional Learning (SEL)**

In line with guidance from the Education Endowment Foundation (EEF), we deliver social and emotional learning interventions aimed at improving pupils' ability to manage emotions and interact positively with others. These approaches often involve working with peers, teachers, families, or the wider community and are shown to have, on average, a four-month positive impact on academic progress.

- **Curriculum Design and Learning Approach**

Our curriculum is carefully sequenced and designed to meet the needs of our pupils. It includes opportunities for guided practice, learning to mastery, and regular recall activities. We offer a balanced mix of core academic subjects, vocational learning, and enrichment, and we closely monitor progress to identify and address any gaps. This structured approach is especially important for our pupils, many of whom start with low prior attainment and gaps in their learning.

- **Ways of Wellbeing Curriculum**

To support pupils' mental and physical health, we have developed our *Ways of Wellbeing* curriculum, inspired by the NHS 'Five Ways to Wellbeing'. This holistic programme helps pupils build self-awareness and explore key areas such as health, personal values, community involvement, and the environment. It is delivered through subjects including communication, PSHE, RE, healthy living, environmental education, and charity/community work. This is particularly valuable in addressing key barriers faced by our disadvantaged pupils.

- **Careers and Post-16 Transition**

We have a robust careers education programme that includes vocational learning and work experience opportunities. Strong partnerships with local providers help us support pupils as they prepare for the next steps into further education or employment, ensuring they are well-equipped for life beyond school.