

## Part A: Strategy Plan

### Statement of intent

Our vision is to provide equity for all our learners. Our learners have often experienced challenging circumstances in mainstream schools, for a variety of different reasons. All our learners will have experienced disadvantage in some way, shape or form. Our goal is to provide great learning experiences and a great curriculum, underpinned by outstanding care, support and guidance, to ensure all our learners can thrive. We want our learners to have great experiences, both in the classroom and in the wider sense, to support them to make measurable progress from their individual starting points, both academically and socially. We want our learners to be able to access a wide-range of evidence-based interventions according to their needs, that will support this progress in several key areas. We want to develop a highly trained and skilled staff to ensure that our interventions and support are sustainable for the long-term.

### 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.

Success Criteria	Monitoring and Evaluation
All pupils make progress in Cross-Curricular skills, levels of metacognition and self-regulation, through providing all staff with training on effective teaching strategies	Monitoring of pupil progress at key review points throughout the year in Cross-Curricular Skills. Systematic review and evaluation of the quality of teaching and learning experiences through robust review processes
All pupils make progress from their starting points in reading, with the most disadvantaged pupils being able to access evidence-based intervention and support	Monitoring of pupil progress in reading, using baseline data through YARC testing and evidence from Literacy Junction intervention
All pupils make progress from their starting points in oracy, with all staff upskilled in effective oracy teaching and with the most disadvantaged pupils being able to access evidence-based intervention and support	Monitoring of pupil progress in oracy, through classroom observation and tracking
All pupils, especially those most disadvantaged, engage in enrichment activities and have access to therapeutic support and intervention which evidences progress in social and emotional wellbeing	Pupil voice activities, analysis of engagement in enrichment activities and tracking of SEMH

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

## Learning and teaching

Budgeted cost: £ 9000

Activity	Evidence that supports this approach
Professional Learning for staff on teaching and learning strategies, focussing on metacognition and self-regulation	Metacognition and self-regulation (high impact)
Professional Learning for all staff on Literacy Junction reading intervention and the ring-fencing of one hour of TA time in each PRU centre each day for reading intervention	Reading comprehension strategies (high impact)
Professional Learning for all staff in Voice 21	Oral language interventions (high impact)

## Community Focused Schools (to include: (i) building strong partnerships with families; (ii) responding to the needs of the community; (iii) collaborating with other services)

Budgeted cost: £ 1000

Activity	Evidence that supports this approach
Ringfenced staff time (PEO/TA) to build links with LA Family Liaison Officers to build strong relationships with families of pupils accessing the service	Parental engagement (high impact)

## Wider strategies (for example and where applicable, Health and Well-being, Curriculum and Qualifications, Leadership and Raising Aspirations)

Budgeted cost: £31,000

Activity	Evidence that supports this approach
Professional Learning for all staff on Relational Approaches and for the school to become a certified Trauma-Informed School	Social and emotional learning (moderate impact)
Development of accessible Enrichment activities outside the classroom for all learners	Social and emotional learning (moderate impact)
Professional Learning for all staff on EBSA approaches, and the development of an EBSA 'champion' to support EOTAS medical learners	Social and emotional learning (moderate impact)
Developing access for the most disadvantaged learners to evidence-based therapeutic support	Social and emotional learning (moderate impact)