

ALP Asylum Seeker Strategy 19-2022

Lead: Alan Kemp

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*Be the best you can be*



#### Context and Vision Statement

In England, the National Curriculum (2014) states that it is the responsibility of all teachers to plan their lessons to ensure that there are no barriers to learning for any child or young person, whether they have EAL or additional needs. Refugee and asylum seeking children have equal access to the full curriculum, appropriate to their age, ability and aptitude and any special educational needs they may have. Often Asylum Seeking (AS) children may have had an interrupted education, some may have never attended formal education, so schools will need to take steps to make the mainstream curriculum offer accessible for them. Within the Ashington Learning Partnership (ALP) we have a small cohort of Asylum Seeker children and we embrace the wealth of cultural diversity they can bring to our school. The parents of Asylum Seeking children may also have particular support needs themselves. The ALP aims to support and be understanding of parental needs.

This strategy for supporting all disadvantaged children's learning is a key element of our overall educational vision for all the pupils who are educated within the Ashington Learning Partnership. Our mission is to ensure through greater collaboration, we can ensure all the pupils in our care are given the best start in life and can grow and prosper within safe families and communities that give them the best start for the future. We want all our pupils to develop good character traits that help them to handle the pressures of life and give them the skills that they need to succeed in an ever changing society. Through our 'core values' and Skills for Life' we strive to instil 'achievement for all' and in the process improve social mobility opportunities for our pupils, which in turn creates greater economic, cultural and social values in our society. Through a range of high quality support and an excellent teaching provision we want to transform the lives of our pupils and their families by raising educational aspirations. Therefore, allowing pupils, including those with SEND, those from disadvantaged and AS families, CLA, those eligible for Free School Meals and service children to have access to 'highbrow' cultural capital experiences that build key character traits. This strategy sets out the context for our approaches to meet the needs of our Asylum Seeker learners. We aim to ensure these pupils have the capabilities to enable them to become confident individuals, effective communicators, successful and responsive citizens, to remain healthy and to achieve the educational and life outcomes which they deserve.

1. Summary information

All asylum seekers upon admission to the Ashington Learning Partnership to who state that English is not a first language will undertake a 'stage of language acquisition' assessment. Those pupils with EAL who are assessed against the ALP's profile of competency scale before moving to assessments against the National Curriculum expectations.

<b>School</b>	Ashington Learning Partnership				
<b>Academic Year</b>	20-21			<b>Statement authorised by</b>	LH
<b>Next Review date</b>	July 2021	<b>Number of Asylum Seeker Pupils</b>	23	<b>Governor lead</b>	SH

Current AS attainment (2020) Based on teacher assessment					
	Year	%		Year	%
% achieving expected standard in KS1 Reading	2	50 ( 2 pupils )	% achieving age related expectation in Reading	3	100(2 pupils)
% achieving expected standard in KS1 Writing	2	50 ( 2 pupils)	% achieving age related expectation in Writing	3	100(2 Pupils)
% achieving expected standard in KS1 Mathematics	2	50 ( 2 pupils)	% achieving age related expectation in Mathematics	3	100(2 pupils)
% achieving greater depth in KS1 Reading	2	0 ( 2 pupils)	% achieving age related expectation in Reading	4	N/A
% achieving greater depth in KS1 Writing	2	0 (2 pupils)	% achieving age related expectation in Writing	4	N/A
% achieving greater depth in KS1 Mathematics	2	0 (2 pupils)	% achieving age related expectation in Mathematics	4	N/A
% achieving Year 1 Phonics Screening Check	1	100 (3)	% achieving age related expectation in Reading	5	50(2pupils )
% achieving GLD	EYFS	67( 3 pupils)	% achieving age related expectation in Writing	5	50(2 pupils )
			% achieving age related expectation in Mathematics	5	50(2 pupils )

<b>Current attainment KS2 (2020) (Based on teacher assessment)</b>	<b>Year</b>	<b>%</b>
% achieving expected standard in KS2 Reading	6	100 (2 pupils)
% achieving expected standard in KS2 Writing	6	100 (2 pupils)
% achieving expected standard in KS2 Mathematics	6	100 (2 pupils )
% achieving greater depth in KS2 Reading	6	50 (2 pupils)
% achieving greater depth in KS2 Writing	6	50 (2 pupils)
% achieving greater depth in KS2 Mathematics	6	50 (2 pupils)

In-school and external school barriers		
	<ul style="list-style-type: none"> <li>Difficulties obtaining the requisite level of English to catch up with peers.</li> </ul>	
	<ul style="list-style-type: none"> <li>Newly arrived asylum seeking children face complex challenges to transition and integrate into mainstream school.</li> </ul>	
	<ul style="list-style-type: none"> <li>Mental health, social and emotional issues impacting motivation and levels of concentration. A significant proportion of refugee and asylum seeking children may have experienced severe trauma, in their countries of origin, on their journeys to the UK, and in some cases, since arrival in the UK. This affects their learning at all levels.</li> </ul>	
	<ul style="list-style-type: none"> <li>Many will have had significant time out of school or may not have been to school at all.</li> </ul>	
	<ul style="list-style-type: none"> <li>Poverty, particularly linked to ability to afford educational resources, participate in extracurricular or school trips.</li> </ul>	
	<ul style="list-style-type: none"> <li>Living in unstable accommodation.</li> </ul>	
Desired outcomes		
	<i>How our desired outcomes will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Transition into school allows AS pupils to feel welcome and at ease within the school environment.	Pastorally, the school provides a safe and supportive environment for any refugee or asylum seeking child, both physically and emotionally. This leads to increased pupil engagement in learning for AS children with social and emotional issues.
<b>B.</b>	AS learners to make progress in learning across the curriculum at the same rate as their peers whatever their starting point.	Rates of progress from starting points are in line with their peers. Once AS pupils are secure in English they will make greater than expected progress than their peers as their bilingualism will be a cognitive advantage.
<b>C.</b>	Develop positive and constructive relationships between parents and carers.	Positive relationships are built resulting in improved confidence, motivation and engagement with school. Relevant school data collected via parent questionnaires, parent surveys, parent evenings and assessments of family school events shows a large proportion of AS families attending and engaging in school events.
<b>D.</b>	Remove financial barriers and Increased provision for AS pupils to develop key life skills and essential character traits.	A larger proportion of AS pupils attend school and after school clubs, gaining accredited learning certificates. A significant proportion take part both in school and external residential trips. (Covid-19 specific)
<b>E.</b>	CPD increases staff teaching capacity to attune to pupils needs, as well as provide more effective and holistic provision mapping.	Teaching overtime profile indicates staff have clear exposition strategies to engage all learners and provision mapping shows ranges of delivery that increase access to learning for disadvantaged groups.

## Milestones Ashington Learning Partnership

### *Academic Year 2020/21 milestones*

- School PP/AS pupil focus groups established for AfA – Oct 2020.
- Staff are aware of, and effectively support the 20% slowest progress readers, including disadvantaged learners through 1:1 tutoring across the school and understand their barriers to learning - Oct 2020.
- Remote learning in place through 'Virtual Classroom' and 'Google classroom' to help develop phonics skills and close relevant gaps in learning - Oct 2020.
- Achievement for All' Action Plan completed - Oct 2020.
- Targeted 1:1 disadvantaged group interventions within both KS1 and KS2 to be ongoing – to start Oct 2020.
- If applicable, a catch up programme implemented in Year 2 for AS pupils who did not achieve standard in PSC- Oct 2020.
- CPD planned into staff training on structured conversation Nov 2020. This is part of AfA action plan
- Core modules established for AfA Nov 2020.
- Audit of curriculum provision to pinpoint areas of enrichment activities and cultural capital learning in school- Nov 2020.
- Share 'Aims and Outcomes' of AfA programme with all school communities- Nov 2020.
- Submission and analysis of end of term progress data for local and national review - AfA Dec 2020. A focus on AS pupils.
- Structured Conversation training AfA - Dec 2020.
- Speech and Language programme to assess specific learning needs of EYFS PP/AS pupils – Dec 2020.

- School policies to be evaluated to ensure they are inclusive of asylum seeking and refugee pupils, starting with policies on inclusion, equality, anti-racism, bullying and SEND. – Jan 2021.
- Revamped Teaching and Learning Profile to be implemented with specific PP/AS focused areas, i.e. pupil progress and work book scrutiny and curriculum content- Jan 2021
- Instructional coaching model development to support staff with the development of story time sessions – Jan 2021.
- Library provision to involve parents and the wider community – open evenings, book fairs, links with local libraries. Jan 2021. (This will need to be Covid -19 specific)
- Core Module activities implemented via AfA – Feb 2021.
- Submission and analysis of end of term progress data for local and national review- AfA March 2021. A focus on AS pupils.
- Planning documentation for AfA Quality Award Feb, May and July 2021. Submission and analysis of end of term progress data for local and national review- AfA – July 2021
- AfA end of year report to SLT and school governors – July 2021.
- Review of AS Strategy and expenditure - Aug 2021.
- Updated AS Strategy documentation-Aug 2021.
- CPD with staff focus group- AfA Sept 2021.
- Planning with AfA Quality Mark – Sept 2021.
- AfA termly review of all activity for SLT and Governors – Dec 2021.

### *Academic Year 2021/22 milestones*

- Submission and analysis of end of term progress data for local and national review – AfA Dec 2021. A focus on AS pupils.
- Planning for Year 3 Pathways – Jan 2022.
- AfA termly review of all activity for SLT and Governors – April 2022
- Submission and analysis of end of term progress data for local and national review – April 2022. A focus on AS pupils.
- Planning for Quality Award Assessment – June 2022.
- AfA termly review of all activity for SLT and Governors – July 2022.
- Submission and analysis of end of term progress data for local and national review – AfA July 2022. A focus on AS pupils.

Action completed with set time- frame		Action on track to be completed within set time -frame		Action not achieved within set time-frame	Action achieved within set time-frame but additional actions required		
Desired outcome	Chosen Action	Evidence and rationale for this choice	How will it be implemented	Monitored	Review implementation	RAG and Impact	
<p>D. Remove financial barriers and increased provision for AS pupils to develop key life skills and essential character traits.</p> <p>E. CPD increases staff teaching capacity to attune to pupils needs, as well as provide more effective and holistic provision mapping.</p> <p>C.Develop positive and constructive relationships between parents and carers.</p>	Achievement for All	<p>The 'Achievement for All' programme (AfA) is a two year (6 term) school improvement programme that was commissioned by the DfE and was founded in 2011. This evidence based programme is recognised by Ofsted and focuses on closing the gaps at every level of education. Achievement for All looks at improving aspirations, access to learning and achievement for our most vulnerable and disadvantaged learners.</p> <p>The AfA Schools Programme will be a whole school initiative and the content is bespoke for our school's specific needs. This will be based on an analysis of data and our school's perceived issues</p>	<ul style="list-style-type: none"> <li>School Development Priority Areas.....</li> <li>Whole school INSET led by Achievement Coach and School Champion –</li> <li>Focus PP/AS groups to be established for each class across school.</li> <li>Bespoke Action Plan and needs analysis and plan cycle of structured conversations.</li> <li>Structured conversation training for staff via 'Achievement for All' coach and School Champion – these to target AS pupils and families.</li> <li>Agreed further core modules For AfA</li> <li>Submission and analysis of end of term progress data for local and national review. 3 per year.</li> <li>Term 3 end of year report to Governors for review.</li> <li>Planning for Quality Award and assessment. This to take place in term 6.</li> <li>Confirmation of Year 3 Pathways</li> </ul>	AK / AfA lead	<p>Termly achievement coach review monitoring visits</p> <p>End of first half term</p> <p>End of term 1</p> <p>At the end of each school term.</p> <p>Term 4 /5 and 6</p> <p>Term 6</p>		
<p>A.Transition into school allows AS pupils to feel welcome and at ease within the school environment. .</p> <p>C. Develop positive and constructive relationships between parents and carers.</p>	<p>All asylum seekers or refugees have an enhanced induction, which includes:</p> <ul style="list-style-type: none"> <li>Planned induction programme.</li> <li>A welcome pack, including information on local services etc.</li> <li>School will make parents aware of the free dental and medical care for children.</li> </ul>	<p>Schools have a key role in assisting children to rebuild a social world. They need to think holistically about children's lives and develop multifaceted forms of support that can promote resilience and positive coping.</p> <p>Asylum seeking children are a very vulnerable pupil group, who may experience emotional or mental health problems, discrimination and racism. Pastorally, the school's first aim is to provide a safe and supportive environment for a refugee or asylum seeking child, both physically and</p>	<ul style="list-style-type: none"> <li>Revised Induction policy to ensure all asylum seekers and refugee children complete a welcome interview with their families. During this process families are welcomed to the school and introduced to local services which can support.</li> <li>All asylum seekers and refugees are provided with full school uniform. Support is offered to families to assist with completing pupil premium application forms to ensure all children are given free school meals and free milk. The school offers free breakfast to all children.</li> </ul>	<p>SLT</p> <p>AK</p>	<p>Dec 2020</p> <p>When applicable</p>		

	<ul style="list-style-type: none"> <li>• Loan of uniforms or sourcing alternatives ways of accessing the uniform.</li> <li>• Ensure a Buddy or Young Interpreters system is in place that also meets the needs of children with EAL.</li> <li>• An identified school contact for children and their families.</li> <li>• Attendance Officer/school staff to carefully monitor the attendance and progress of each new AS pupil and also check on their well-being after break and lunch times.</li> <li>• A review of pupil progress to take place with key staff after the first few weeks to ensure that the pupil is in class groups that are appropriately challenging.</li> <li>• Use interpreters to support parental access.</li> <li>• If possible, pupil progress to be reviewed with parents. This is to enable effective home school partnerships to be developed.</li> </ul>	<p>emotionally. Many have come from unstable social situations and have high levels of anxiety or emotional distress as a result of the trauma of leaving their home country and their initial experiences of the host country.</p>	<ul style="list-style-type: none"> <li>• A representative from the Trust attends weekly support groups held at a local church run by the British Red Cross. This ensures that any questions parents may have about school life can be answered swiftly. (Covid – 19 specific)</li> <li>• The Thrive’ provision supports asylum seeker/refugee children and their families by allowing them to access the support of professionals when appropriate. Children are given the option to access this facility upon induction.</li> <li>• Full time family support worker who works with families across the Trust to ensure they are aware of resources available to them such as medical care etc. This includes supporting families with transport etc. to make appointments.</li> <li>• A buddy system is implemented where children new to the school are mentored in their first few weeks. Children are selected carefully for this process working with the PSHE leader to ensure they have the appropriate skill set.</li> <li>• Children within the Trust to take part in the National Accreditation ‘Young Translators.’ When appropriate they assist parents and other children with translation.</li> <li>• The school hosts coffee mornings and events where parents are encouraged to meet other parents and immerse themselves within the community. A buddy system for parents who speak the same language is offered. (Covid specific)</li> <li>• The Trust has an allocated member of the leadership team who supports families with induction to the school. This provides a link contact and a familiar face when raising questions etc.</li> <li>• Letters sent home to parents are translated in advance. The school website has been developed to include a translate function.</li> <li>• The school seeks the use of external professional interpreter services when sensitive information is discussed.</li> </ul>	<p>AK/AH</p> <p>CH</p> <p>CH</p> <p>Onsite AHOS</p> <p>Onsite AHOS</p> <p>AK/CH/LJ</p> <p>SLT</p> <p>AH/AK/admin</p> <p>SLT</p>	<p>Weekly – Covid -19 specific</p> <p>Daily</p> <p>Daily</p> <p>Daily</p> <p>When applicable</p> <p>Termly</p> <p>When applicable</p> <p>When applicable</p> <p>When applicable</p>	
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<p>D. Remove financial barriers and increased provision for AS pupils to develop key life skills and essential character traits</p>	<p>To develop and enhance our wider curriculum offer through enrichment activities related to character education - at least once a term.</p> <p>Link workshops / Family support worker.</p> <p>Accreditation initiatives within school provision.</p> <p>After school curriculum and club provision / school trips / Residential activities.</p> <p>The school to continue to pay for or subsidies the following:</p> <ul style="list-style-type: none"> <li>enrichments activities</li> <li>school uniform</li> <li>music tuition</li> </ul>	<p>Enrichment activities provide experiences that children may not have had, adding value to teaching and learning in class by developing vocabulary, imagination and empathy that children can use in their responses.</p> <p>Disadvantaged pupils' response to classroom interventions that improve instructional processes and teaching methods. Well specified and well supported programmes and practices provide the greatest learning outcomes, which motivate and engage learning. Children from deprived areas response positively to opportunities that raise their aspirations for learning and future success.</p> <p>Visits and curriculum-based days go some way to redressing the limited experiences and the negative world view that some AS children may have.</p>	<ul style="list-style-type: none"> <li>Subject leads monitor planning to establish enrichment activities.</li> <li>External visitors provide enrichment activities in school.</li> <li>Trips related to topic planned throughout the year</li> <li>Range of after school clubs offered to enrich children's life experiences.</li> <li>Cultural Capital experiences within specific Year groups in school.</li> <li>Aspects of accredited provision running through school provision and during after school clubs</li> </ul> <p>➤ <b>Visits will need to be Covid-19 secure</b></p>	<p>Subject leaders AK /CH/LJ Subject leads</p> <p>Teaching and support staff led after school clubs</p> <p>AK/CH/LJ</p>	<p>Half termly</p> <p>Half – termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p>	
<p>B. AS learners to make progress in learning across the curriculum at the same rate as their peers whatever their starting point.</p>	<p>EAL provision ensures :</p> <ul style="list-style-type: none"> <li>Children are assessed using appropriate language assessment tools.</li> <li>Teachers are aware of their language needs and ensure access to the full curriculum by meeting the language needs.</li> <li>Bespoke interventions take place.</li> </ul>	<p>Well specified and well supported intervention programmes and practices provide the greatest learning outcomes, which motivate and engage pupils.</p>	<ul style="list-style-type: none"> <li>Following induction into school (after approx. 4 weeks) a specialist EAL TA will complete a language acquisition assessment. This forms part of a personalised plan to develop language skills. Progress against this is updated regularly and informs next steps in learning. Resources are provided to be used both at home and in school.</li> <li>For those children who are not able to speak English, additional support is provided to allow children to access the English national curriculum.</li> <li>Half termly assessments of the level of language acquisition to ensure that pupils are given challenging bespoke targets to accelerate progress</li> <li>Where necessary, interventions are personalised, time limited and are monitored to ensure accelerated progress.</li> <li>Pupil Progress meetings to take place half termly.</li> </ul>	<p>AK/AH/CC</p> <p>SLT</p> <p>CC/AK/CH/AHall</p> <p>Teaching staff</p> <p>AK/CC /AHall</p>	<p>Half termly</p> <p>When applicable</p> <p>Half termly</p> <p>Weekly</p> <p>Half termly</p>	



<p>A. Transition into school allows AS pupils to feel welcome and at ease within the school environment.</p>	<p>Emotional Support and Welfare is implemented via the Thrive approach. This supports children whose emotional needs are having a detrimental effect on learning and well-being.</p> <p>Alternative Provision - Nurture Group work</p>	<p>Research into the impact of mentoring suggests that targeted interventions matched to specific pupils with emotional needs or behavioural issues can be effective in improving self-esteem, behaviour and language skills.</p> <p>The EEF Toolkit states that on average, Social &amp; Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p>	<ul style="list-style-type: none"> <li>• Daily Thrive approach and pastoral care deliver across the school.</li> <li>• Parental engagement sought through meetings and feedback.</li> <li>• Well – being checks take place half termly- All teaching staff and support staff will monitor improvements in attainment, engagement and attitude.</li> </ul>	<p>SLT/ Thrive Practitioners</p> <p>All teaching staff / support staff.</p>	<p>Daily</p> <p>Half termly</p>	
<p>C. Develop positive and constructive relationships between parents and carers</p>	<p>Parent Meetings – <b>Covid – 19 secure.</b></p> <p>Workshops &amp; Link projects.</p> <p>Remote learning provision increased to enable all pupils to have access to daily lessons via remote learning provision, if applicable.</p>	<p>EEF Toolkit states that parental engagement is consistently associated with pupil success at school. We aim to engage parents with their child’s learning in a range of different ways.</p>	<ul style="list-style-type: none"> <li>• Measure parent’s participation in workshops and meetings to discuss individual AS pupil progress.</li> <li>• Opportunities for English language classes for parents.</li> <li>• All teachers have a clear understanding of the learning barriers to learning for disadvantaged/AS learners.</li> <li>• If applicable, bespoke remote learning packages in place across school.</li> </ul>	<p>Site AHOS AK/AH</p> <p>AK</p> <p>BT /AH</p>	<p>Half termly</p> <p>Termly</p> <p>Half termly focus on updating PP plans</p> <p>Half termly</p>	

## Review Summary of 2019/20 Actions and Outcomes

Aim	Summary of actions /approach	Outcome / impact (outcomes based on teacher assessment)
<p>To continue to diminish the differences in outcomes between disadvantaged/AS pupils and their peers.</p>	<ul style="list-style-type: none"> <li>● Bespoke interventions took place for AS groups.</li> <li>● Robust Pupil Progress meetings took place half termly to plan specific intervention curriculum coverage.</li> <li>● Barriers to learning identified for AS pupils and actions introduced to address these needs.</li> </ul>	<ul style="list-style-type: none"> <li>● 100% of AS pupils achieved the expected standard in reading, writing and mathematics at the end of KS2.</li> <li>● 50% of AS pupils achieved greater depth in reading, writing and mathematics at the end of KS2.</li> <li>● 50% of AS pupils achieved the expected standard in reading, writing and mathematics at the end of KS1.</li> <li>● 100% of AS pupils achieved the expected standard in the 'Phonics Reading Test at the end of Year 1.</li> <li>● 67% of AS pupils achieving a Good Level of Development in EYFS.</li> </ul>
<p>To achieve the 'School of Sanctuary Award' to embed in school a commitment to being a safe and welcoming place for those seeking sanctuary.</p>	<ul style="list-style-type: none"> <li>● A working party was formed to ensure all staff are involved in working towards accreditation.</li> <li>● PSHE curriculum included modules on equality and how it feels to be included and feel excluded with explicit links to refugees and asylum seekers.</li> <li>● Appointment of a full time family support worker who worked with families across the Trust to ensure they are aware of resources available to them such as medical care etc.</li> <li>● An allocated member of the leadership team supported families with induction to the school. This provided a link contact and a familiar face when raising questions etc.</li> </ul>	<p>The school obtained the School of Sanctuary Award' in February 2020. This award is given in recognition of our work and ongoing commitment to engage with and celebrate the positive contribution of refugees and asylum seekers.</p>
<p>Transition, pupil well-being and parental relations.</p>	<ul style="list-style-type: none"> <li>● LPPA accreditation.</li> <li>● The Thrive approach is implemented daily across the school.</li> <li>● The 'Link' provision.</li> </ul>	<p>The school obtained LPPA accreditation. This is a national standard for effective parent partnership. This award helped Central Primary School to work in partnership with all parents and carers. The LPPA framework encourages parents to be actively involved in their children's learning. The 'Thrive' provision is used to support asylum seekers/refugee children and their families. This includes accessing the support of professionals when appropriate. Children are given the option to access this facility upon induction. This provided invaluable support when supporting the mental health needs of our AS children and their families. Children and parents are offered daily access to these resources. <b>This continues to be a key whole school initiative.</b></p> <p>Embedding the Link' provision in the school culture offered support to AS children and their families. This included support with EAL courses, opportunities to volunteer, advice with general well-being etc. This also offers a good opportunity for parents and children to meet other members of the local community and form friendship groups.</p>
<p>To further develop teaching and learning provision in order to better support AS / disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>● The curriculum is sequenced against defined end points.</li> <li>● Teachers to have expert subject knowledge they need to teach. Where they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.</li> <li>● Teachers enable pupils to understand key concepts, presenting information clearly and with appropriate discussion.</li> <li>● Teachers have the skills they need to enable pupils to retain knowledge in long term memory.</li> </ul>	<p>As a result of reviews of provision, school leaders have redesigned the school's curriculum offer. Knowledge, skills and understanding are carefully sequenced to ensure the needs of disadvantaged pupils are met. The curriculum is structured to ensure a carefully planned sequence of knowledge acquisition.</p> <p>The curriculum includes a high academic/vocational/technical ambition for all pupils. Disadvantaged/AS pupils or pupils with SEND receive the full curriculum offer. A key focus of the schools development plan is to support teachers with their understanding of working memory and implications for classroom practice. <b>This will continue to be consolidated in the academic year 2020/21.</b></p>

		<p>Teaching in school is securely good with some aspects of outstanding practice. Staff plan ways for children to revisit the curriculum areas. This helps children remember their learning. (Ofsted Oct 2019) In Key stage 2 pupils are now revisiting the curriculum to catch up when they have gaps in their knowledge. Focused teaching is ensuring that pupils who have fallen behind get extra support. Teachers now make sure that each session they plan fits into a whole series of lessons. (Ofsted Oct 2019)</p>
<p>To remove financial barriers for AS pupils.</p>	<ul style="list-style-type: none"> <li>● Poverty Proofing school audit - Poverty Proofing the school day aims to support schools to identify and overcome the barriers to learning faced by children and young people from families with fewer financial resources.</li> <li>● The school subsidised enrichment activities for AS learners</li> <li>● The school provided clothing packages when required to AS learners.</li> </ul>	<p>The school was successful in achieving poverty proofing status. All asylum seekers and refugees were provided with a full school uniform. Support was also offered to families to assist with completing pupil premium application forms to ensure all children are given free school meals and free milk. The school offers free breakfast to all children. <b>This will continue to be a whole school action.</b></p>