



SUMMARY INFORMATION				
Name of School	Cranbury College		Total students on roll	109
Students eligible for PP	Number:52(12 Primary, 40 Secondary)	%: 47.7	Number eligible for PP Plus (PLAC)	1
School PP Lead	Luke Baker	LAB PP Lead	Mary Morris	
		Total projected spend	£64,200	

DISADVANTAGED PUPILS MEETING EXPECTED STANDARD FOR THE END OF KS2	%
Reading	0
Writing	0
Maths	0
Combined(R/W/M)	0
DISADVANTAGED PERFORMANCE (SECONDARY)	%
Year 11s on track to receive 5 Qualifications(Including English and Maths)	64
Year 11s on track to receive 5 qualifications	73
Pupils on track to gain GCSE English or Maths grade 4-9 by end of Yr11	14
KS3 Achieving expected progress or above in reading, writing and maths	34
KS4 Achieving expected progress or above in reading, writing and maths	42

INTERVENTION	% IN NEED
Targeted Literacy Intervention	82%
Targeted Spelling & Writing Intervention	63%
Targeted Maths Intervention	67%
Speech and Language Intervention	13%
Emotional Literacy Work	100%
Targeted Therapy(Art, Play, Equine etc)	22%

PP Attendance March 2020	%
Key Stage 1	N/A
Key Stage 2	84.2
Key Stage 3	67.9
Key Stage 4	55.8

Non PP Attendance March 2020	%
Key Stage 1	100
Key Stage 2	86.6
Key Stage 3	77.9
Key Stage 4	64.4

<b>BARRIERS TO PROGRESS AND ATTAINMENT</b>	
A	Low literacy levels. With some specific learning difficulties such as dyslexia
B	Low numeracy levels and insecure numeracy skills, with some specific learning issues such as dyscalculia
C	A large number hours missed of education due to a number of fixed and Permanent exclusions and/or ill health
D	Underlying Social, Emotional and Behavioural needs preventing access to the curriculum, school environment and interaction with their peer group – including confrontational and challenging behaviour often undiagnosed
E	Underlying undiagnosed Special Educational Needs
F	Speech, Language and Communication Needs
G	Poor emotional literacy skills
<b>Additional barriers (including issues which also require action outside school, such as low attendance rates)</b>	
H	Historic low attendance
I	Negative Life Experiences both at home, school and within the community, including social care intervention
J	High number of school moves/placements with all students having gaps within their education at some point in their educational history
K	Parental engagement with school and their aspirations for their child will be reduced due to past experiences and disadvantage
L	Engagement in illicit activities, such as substance misuse and crime
M	Lack of enrichment activities outside of school compared to non-PP students due to financial constraints, lack of available opportunities and/or transportation, this includes the lack of ability to provide needed resources and equipment for schooling.
O	Students not being emotionally ready to learn due to external factors
P	Students not having access to courses and qualifications that meet their needs and aspirations

<b>STRATEGY AIMS FOR DISADVANTAGED PUPILS - ACADEMIC PROGRESS AND ATTAINMENT</b>	
<b>Aims</b>	<b>Target date</b>
Pupils to make expected levels of progress in literacy and numeracy	July 2022 – Ongoing based on cohort
Students to have access to targeted interventions, support and teaching staff to support their special educational needs and narrow the gaps in their learning	July 2021
Students to make accelerated progress in their writing to enable them to access appropriate examinations	July 2022
Pupils will have access to a curriculum that is appropriate for their needs and abilities	Ongoing
Pupils to engage back in learning following prolonged change to education due to Covid-19	July 2021

<b>STRATEGY AIMS FOR DISADVANTAGED PUPILS - WIDER OUTCOMES(e.g. independence, cultural capital, behaviour)</b>	
<b>Aims</b>	<b>Target date</b>
Pupils to be supported to increase their attendance at school, with all students achieving 85% attendance	July 2022
Pupils to develop skills to manage their behaviour independently	July 2022
Parents to be supported in engaging with the school and taking an active part in their child's education	July 2022
Pupils to engage with external services such as police and children's social care, including external enrichment activities	July 2023
Pupils will have a tailored pathway and timetable that meets their needs and aspirations	Ongoing
School will feel like a safe and welcoming place for our young people and their parents	July 2021

<b>STAFFING COSTS</b>		
<b>Role</b>	<b>Rationale</b>	<b>Projected Spend</b>
None		

## TEACHING PRIORITIES FOR THE CURRENT ACADEMIC YEAR

Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
Pupil progress and attainment will be accurately and consistently tracked by teaching staff, against the relevant attainment standards. This will be shared with all relevant stakeholders at least Annually	A, B	<ul style="list-style-type: none"> <li>- Teachers will have a clear understanding of pupil's academic attainment and progress</li> <li>- Teachers will know and understand the levels of the students within their classes and be able to differentiate appropriately</li> <li>- The interventions TA will have an understanding of where gaps lie and will be able to support as appropriate</li> </ul>	£0	Sept 2020	MW Subject Leads	Feb 21 - From Baseline data (collected on entry, and annually) assessment and progress are collated at the end of every term. Teachers use 'gap analysis' to pinpoint student needs and these are addressed accordingly through differentiation. An interventions TA has been appointed and is using this data, following analysis by the SEN manager, to inform interventions.
Training Programmes to be available to all staff via the Educational Psychology Service, Speech and Language Therapist, Occupational Therapist and other bodies to support students with access to their learning, allowing teachers to plan with individual learning needs in mind.	A, B, C, D, E, F, G	<ul style="list-style-type: none"> <li>- Teachers Will have an understanding of students learning needs and will be able to adapt teaching accordingly</li> <li>- Teachers and classroom support staff will be able to enable access to the curriculum by understanding pupil needs</li> <li>- Pupil attainment and behaviour data will show improvements</li> <li>- Attendance to lessons will rise</li> </ul>	£4,000	Sept 2020	MW LB JL	Feb 21 - The Maiden Erlegh Trust SALT has provided training to 8 staff in supporting students with their Speech and Language needs. 1 staff member has been booked onto ELSA Training and 12 staff attending training on supporting a student with Huntington's Disease. Impact is still being monitored.
Students to undertake baseline testing, in particular in Maths and English, upon Entry to Cranbury College, with subject leaders completing a Gap Analysis of the data to inform pupil progress and attainment planning. A tracker of all baseline data to be kept by the SEN & Vulnerable Groups Manager which is accessible by all to	A, B, C, D, E	<ul style="list-style-type: none"> <li>- Staff will have available to them meaningful learning data relating to students</li> <li>- HLTAs will be able to work alongside class teachers to enable narrowing of gaps in learning based on data</li> <li>- Teachers will be able to plan learning according to needs of the students as they will be fully aware of where</li> </ul>	£1,500	Sept 2020	LB JL NB CS	Feb 21 - 77% of students have undertaken baseline assessments. The majority of those that haven't at this stage is due to significant anxiety or mental health needs, with 1 student living out of the area and 1 on a trial at a Mainstream school. The head of English and Maths have complete a gap

inform teaching and learning		learning gaps lie				analysis of data and planning, learning and interventions are now being informed based on the data
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TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR						
Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
Provide Literacy support to students to enhance their reading, spelling and grammar skills. Programmes to include Lexia, Catch Up Literacy and Read Theory	A, C, E	<ul style="list-style-type: none"> <li>- Programme will have formed part of the school intervention programme and will be delivered to those that need it regularly</li> <li>- The Gaps in literacy between PP and Non-PP students will narrow</li> <li>- Students will be on track to reach target grades in literacy and numeracy based subjects</li> <li>- Reading ages will rise</li> <li>- Students will feel more confident in their English and Literacy abilities</li> <li>- Student engagement in English will rise, as evidence through progress data, due to confidence boost</li> </ul>	£3,000	Sept 2020	LB NB	Feb 21 - 44% of students across the college have accessed a literacy intervention. Lexia has now been introduced and training has been provided to 7 staff to be able to deliver this intervention. Reassessment of baselines has not yet happened; however early intervention data shows 3 students have increased their reading age by 3 years in 5 Months. Engagement to English lessons has started to increase
Provide Numeracy Support to students to enhance their Maths and numeracy skills through the use of Numicon, MyMaths and Catch up Numeracy	B, C, E	<ul style="list-style-type: none"> <li>- Programme will have formed part of the school intervention programme and will be delivered to those that need it regularly</li> <li>- The Gaps in Numeracy between PP and Non-PP students will narrow</li> <li>- Students will be on track to reach target grades in literacy and numeracy based subjects</li> <li>- Maths ages will rise</li> <li>- Students will feel more confident in their Maths and Numeracy abilities</li> <li>- Student engagement in Maths will</li> </ul>	£3,000	Sept 2020	LB JL	Feb 21 – 32% of students have accessed a Maths intervention. This is because students have greater literacy needs, than numeracy needs, so the focus has been on literacy. Early data is showing that these interventions are having an impact, particularly with the use of Numicon with our Primary students.

		rise, as evidence through progress data, due to confidence boost				
Provide additional reading resources for pupils across all sites to encourage an interest and participation in reading	A	<ul style="list-style-type: none"> <li>- Students will have access to reading books and magazines</li> <li>- Students will be able to take books home with them to read in their own time</li> <li>- English work can be planned and informed by the students reading, making it more interesting and enjoyable for the student, encouraging participation</li> <li>- Reading ages and reading speed will rise</li> </ul>	£1,500	Sept 2020	NB	Feb 21 - All students have access to first news, either online or in paper form. 50 Students are currently accessing this online, where they have read a total of 287,446 words since Sept 20, and all 7 primary students read and access paper versions. The online first news has also provided us with a reading accuracy rate which has enabled English Staff and interventions staff to inform reading and literacy interventions.
Provide additional 1:1 learning to students who are struggling to access the group environment either via peripatetic staff or a tutoring service such as tutor Drs	A, B, C, D, E	<ul style="list-style-type: none"> <li>- Students will have wider opportunities to learn to narrow gaps in their learning</li> <li>- Learning gaps will narrow between those disadvantaged and not</li> <li>- Progress data will rise</li> <li>- Attendance will rise due to students feeling more able to access learning</li> </ul>	£5,000	Sept 2020	JL LB	Feb 21 – Approx 35 students are accessing 1:1 learning with Cranbury Staff and 14 are getting support via Tutor Drs. This has allowed some students to increase their hours accessing education by on average 4 – 5 hours per student.

#### WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
Provide targeted mentoring for PP students using RAW Health and Fitness, Path Hill Outdoors and Reading Football Club Community Trust.	D, G, H, L, O, P	<ul style="list-style-type: none"> <li>- Student engagement to learning will rise</li> <li>- Students attendance will rise</li> <li>- There will be fewer behaviour incidences</li> </ul>	£6,000	Sept 2020	WB LB HC NDM DH SB	Feb 21 – All students that wish to have had the offer of these activities. Those accessing these activities on average have higher attendance. 1 student, for example is only attending his AP activities, due to emotional needs, keeping his attendance up, and provided much needed fact to face contact.

Breakfast and lunch to be provided to all pupils across the college	C, D, F, G, H, M, O, P	<ul style="list-style-type: none"> <li>- Improve attendance of disadvantaged pupils</li> <li>- Improve punctuality of vulnerable disadvantaged pupils</li> <li>- To allow PP pupils to feel included in the mornings and lunchtimes</li> <li>- Ensuring students have eaten leads to a more successful day.</li> <li>- Pupils time out of learning will be less and progress will grow as evidenced through progress data monitoring due to not feeling hungry</li> <li>- Improved social skills due to increased interaction with others, behaviour incidences will decrease</li> <li>- Students will have access to a hot meal every school day no matter what their circumstances</li> </ul>	£2,500	Sept 2020	MH LB HC NDM DH SB	Feb 21 – All students have been provided the opportunity to have some form of breakfast in the morning. Due to the covid-19 pandemic it has been more difficult to offer a wide range of breakfast due to covid security. Students in our secondary phase are offered fruit and cereal bars, with primary students having access to cereal and toast. Pupils have access to food throughout the morning, which has made an impact on engagement to learning, with students having less minutes out of the classroom.
<p>Regular home visits and cold calling to be undertaken to ensure valid non-attendance reasons.</p> <p>Mini bus to be used to collect and round up pupils around local areas as required, throughout the day.</p>	G, J	<ul style="list-style-type: none"> <li>- Pupil and parent engagement with the school will rise</li> <li>- Pupils will attend school more regularly as reflected in attendance data</li> <li>- The school will have better processes of tracking reasons for non-attendance and finding ways to support families and refer to other services.</li> <li>- Staff will understand where pupils are during the day, and who they are with</li> </ul>	£0	Sept 2020	MT	Feb 21- Awhole College approach to supporting students to attend and increase their attendance is in place. Since Sept 20, it has been harder and more difficult due to the Pandemic. Recently we sent warning letters to 10 students and this did result in some more online engagement and work being returned. So far whole attendance has risen this academic year has remained the same. Work needs to be done to further increase attendance, and although it has remained consistently the same term 1 and 2 it is not increasing.
Provide a number of calming therapies to our students to enable a calmer educational environment and promote	D, E, L	<ul style="list-style-type: none"> <li>- Pupils will have a higher engagement to learning due to support received with underlying issues</li> </ul>	£8,000	Sept 2020	SW LB	Feb 21 - 8 Students have managed to access counselling so far this academic year. 1 Student has

access to the building and curriculum. This will include but not be limited to: - Music Therapy(Primary) - Play therapy - Counselling - Sensory Massage Therapy	O	- The learning environment will be calmer, as evidenced in progress data - Students will demonstrate improved emotional regulation - Behaviour incidences will decrease				accessed play therapy, 5 have accessed Music Therapy and 5 Drama therapy. Due to needs and covid restrictions only 2 students have managed to be offered formal sensory Work
SMSC/PSHE curriculum to include external agency visits building a strong and positive relationships in particular with the local police.  Offer targeted youth offending and prison visits to lower the risk of young people engaging in crime.	D, K, M	- Students will have a wider understanding of issues that are effecting them - School will have an open line of communication with the police to support students - Students will be signposted to services to support their needs - Students will have positive e	£1,500	Sept 2020	LB HC DH NDM SB	Feb 21 – Cranbruy College has continued to make strong links with outside agencies. The Covid-19 pandemic has made onsite engagement difficult but we have continued to provide students support virtually where possible, So far this year we have signposted students to drug support agencies, liaison and diversion, mental health support teams, counselling and youth offending. Any students with Youth Offending involvement have the full collective holistic support of the whole college
School to provide young people with enrichment activities as part of their curriculum to ensure they gain life experience.	L	- Students engagement in the curriculum will rise due to accessing meaningful and positive activities - Student attendance will rise - Students will leave Hamilton School with the relevant skills required for later life	£2,500	Sept 2020	CLB	Feb 21 – Due to the Covid pandemic educational visits have been put on hold, however every opportunity is taken to take students off site to improve their engagement. Group football in the park has been arranged with 10 students, who struggle to access school, managing to engage.
Continue to offer a full range of educational visits and activities. The PP funding will be used to ensure these trips are paid for and children are able to access the wider curriculum.	C, D, L, O	- Students engagement in the curriculum will rise due to accessing meaningful and positive activities - Student attendance will rise - Student progress data will rise and the gap between disadvantaged and non-disadvantaged will rise	£3,500	Sept 2020	LB HC DH NDM SB	Feb 21 – Due to the Covid pandemic educational visits have been put on hold, however every opportunity is taken to take students off site to improve their engagement. Group football in the park has been arranged with 10 students, who struggle to access school, managing to engage.



**TEACHING PRIORITIES FOR THE NEXT THREE/FIVE YEARS**

Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
Quality first teaching through teaching and feedback, including metacognition and self-regulation by children additional group teaching by highly experienced teachers	A, B, E, I, M	<ul style="list-style-type: none"> <li>- Systems will be in place to feedback appropriately to individual students taking into account their Special Educational Needs and Disabilities</li> <li>- Robust Marking and Feedback policy in place which includes how we involve students in feedback</li> <li>- Providing self-assessment opportunities to all students across all subject areas</li> <li>- Regular staff CPD on Teaching, Learning and Feedback</li> <li>- Systems in place to understand students learning style, and support them in understanding their own ways of learning</li> <li>- Progress data and school engagement will rise</li> <li>- Students will be able to successfully communicate their view on their own learning</li> </ul>	£0 – included in staffing spend and CPD budget	Sept 2020	MW SL JL	July 2021

**TARGETED ACADEMIC SUPPORT FOR THE NEXT THREE/FIVE YEARS**

Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
Widen the range of testing, interventions and progress tracking for	A, B,	- Testing will be embedded into the school curriculum so staff are able to	£8,000 over 3	Sept 2020	LB JL	July 2021

<p>pupils to ensure learning and emotional gaps are narrowed and access to the curriculum, both now and in the future, is enabled.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>- Touch Typing</li> <li>- Phonics</li> <li>- Dyslexia Screening</li> <li>- Speed Reading</li> <li>- Sumdog</li> </ul>	C, I	<p>gain an understanding of student's needs, wants, wishes, views and abilities</p> <ul style="list-style-type: none"> <li>- Planning of learning will be completely informed by the students' needs</li> <li>- Students will have an idea of where their gaps lie and how to improve these</li> <li>- Students will be engaged in intervention work</li> <li>- Student progress data will rise and the gap between disadvantaged and non-disadvantaged will narrow</li> <li>- Parents and professionals will clearly know the abilities of students.</li> </ul>	<p>Years</p> <p>£13,00 over 5 Years</p>		NB	
<p>Students to have access to resources and equipment to enable them to access their learning this includes but is not limited to:</p> <ul style="list-style-type: none"> <li>- Text Books</li> <li>- Stationary</li> <li>- Laptops</li> <li>- Tablets</li> <li>- Calculators</li> </ul>	A, B, D	<ul style="list-style-type: none"> <li>- Students will be able to access the curriculum no matter what their needs</li> <li>- Students will be prepared to learn in the classroom</li> <li>- Students will be able to learn no matter what the location of their lessons</li> </ul>	<p>£2,500 over year 1</p> <p>£5,000 over 3 years</p> <p>£7,500 over 5 years</p>	Sept 2020	JL LB	July 2021
<p>To continue to provide Woodwork experience and qualifications at the YMCA</p>	M, P	<ul style="list-style-type: none"> <li>- Improve fine motor skills and co-ordination</li> <li>- Better concentration skills - Better following instructions skills</li> <li>- Opportunities for cross curricular links</li> <li>- Increased engagement in learning</li> <li>- Provide students opportunities to gain qualifications in line with their future aspirations and support them in gaining places on college courses</li> </ul>	<p>£3,500 over 1 year</p> <p>£7,000 over 2 years</p> <p>£10,500 over 3 years</p>	Sept 2020	WB	July 2021

**WIDER STRATEGIES FOR THE NEXT THREE/FIVE YEARS**

Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
<p>Regular Provision and Curriculum Reviews to ensure students' needs are being met – Due to the nature of entry, Cranbury College is a constantly changing environment and regular reviews of these areas must take place to ensure we are supporting pupils to be the best they can be, engaged in learning and narrowing their gaps to attainment and the whole school environment.</p> <p>The Curriculum needs to be in line with the needs of the students accessing the provision at the time.</p>	C, D, I, J, P	<ul style="list-style-type: none"> <li>- Parents and students will be actively engaged in their education</li> <li>- The curriculum will be fit for purpose and meet the needs of the students within the school</li> <li>- Due to having a curriculum that meets students' needs the gap between disadvantaged and non-disadvantaged students will narrow</li> <li>- Attendance of students will rise as they will be more engaged</li> <li>- Pupils will have a pathway that meets their future aspirations</li> </ul>	<p>£3,000 over 3 Years.</p> <p>£6,000 over 5 Years</p>	Sept 2020	JL	July 2021
<p>Provide transportation for students who are unable to get to school or provisions.</p> <p>Provide Bus Passes for students to get to school</p>	G	<ul style="list-style-type: none"> <li>- Students will be accessing school more regularly due to removing the barrier of transportation to school – attendance figure will rise</li> <li>- Students will have a calmer start to the school day, due to removing the stress of getting to school, meaning engagement and attainment will rise</li> <li>- Students are able to access provision that they wouldn't normally be able to access</li> </ul>	<p>£5,000 per year</p> <p>£15,000 over 3 years</p> <p>£25,000 over 5 year</p>	Sept 2020	MT LB	July 2021
<p>To support students and families with the purchase of uniform and equipment when transitioning onto other educational establishments such as other Mainstream Schools, Specialist Provision or College</p>	I, K, M	<ul style="list-style-type: none"> <li>- Transitioning to a new school or setting is more likely to be successful if the student has the right equipment</li> <li>- Student will feel included in their new school life</li> <li>- Transitions will be successful long term</li> <li>- Parents are less stressed and more</li> </ul>	<p>£3,500 per year</p> <p>£10,500 over 3 years</p> <p>£17,500</p>	Sept 2020	SL MH LB	July 2021

		supportive of moves due to removal of financial constraints	over 5 years			
To continue to offer students across the college placements at Autoskills and Reading Football Club	C, D, H, I, L, M, O, P	<ul style="list-style-type: none"> <li>- Students will have opportunities to gain qualifications outside of school</li> <li>- Students will be engaged in an activity they enjoy, raising attendance</li> <li>- Students will have opportunities for future career pathway and post 16 opportunities</li> <li>- Students can continue this when moving onto school to encourage successful transition</li> </ul>	<p>£6,000 per year</p> <p>£18,000 over 3 years</p> <p>£30,000 over 5 years</p>	Sept 2020	WB LB NDM DH HC	July 2021
Continuation of the use of CPOMs safeguarding reporting and monitoring system	D, I, K, L	<ul style="list-style-type: none"> <li>- Safeguarding leads will be able to complete chronologies of events with ease</li> <li>- Safeguarding trends and patterns will be identified with ease and preventive measure can be implemented easier</li> <li>- Logging and correspondence will be clear and easily accessible</li> </ul>	£3,750 per Year	Sept 2020	MW MH	July 2021

#### PP PLUS – ADDITIONAL SUPPORT FOR POST LOOKED AFTER STUDENTS

Action	KPIs	Projected Spend	Date	Staff lead	Interim Review
Students to have access to additional Learning opportunities to ensure their trauma and emotional needs are being met	<ul style="list-style-type: none"> <li>- Students attendance will rise</li> <li>- Students will feel engaged in wider learning and curriculum</li> </ul>	£1,000	Sept 2020	LB	Feb 21 –Cranbury has had a total of 9 sole role CLA students this academic year. All 9 students have had access to additional learning opportunities including, but not limited to, 1 student having SALT input, 1 accessing construction, 1 accessing 3 days' Work Experience and about to start a funded roofing course, 1 accessing construction, 1

					with additional online remote learning and all 9 getting some form of Alternative Provision activity
Due to a number of school changes looked after children often have large gaps in their learning. Additional 1:1 teaching support is to be provided to looked after children where required	<ul style="list-style-type: none"> <li>- Students will have gaps in learning narrowed</li> <li>- Students will gain confidence in their learning as reflected in learning data</li> </ul>	Covered in staffing spend	Sept 2020	LB	Feb 21 – 2 CLA young people are having access to 1:1 teaching opportunities. One student had near 0% engagement to learning over the last 18 months. Engagement of this student has started to rise by 4%

	Challenge(s)	Mitigating action
Teaching	<ol style="list-style-type: none"> <li>1. No school day is the same, due to the nature of the Children at Cranbury College</li> <li>2. A history of poor engagement in learning resulting in large learning gaps</li> <li>3. Consistently low literacy and numeracy levels</li> <li>4. Low attendance to school, but also to learning within school.</li> </ol>	<ol style="list-style-type: none"> <li>1. The children and curriculum will be adaptable and fluid and all will be prepared for change</li> <li>2. Staff are to be aware of student's barriers to education, and a chronology is to be completed upon entry to ensure all are aware of barriers and how to overcome them</li> <li>3. Literacy interventions and testing to be put in place</li> <li>4. Attendance is monitored and attendance to lessons will be monitored for trends and work will be undertaken with the young person and their family to remove barriers</li> </ol>
Targeted support	<ol style="list-style-type: none"> <li>1. Students will struggle to engage in 1:1 intervention due to learning needs</li> <li>2. Students take time to build relationships, and would struggle to engage in learning until a relationship has formed</li> <li>3. Time constraints – students can come to Hamilton School late in their education so gaps may not be able to be narrowed, the time it takes to build a relationship and engage a child in 1:1 intervention may then impact on others being able to access</li> </ol>	<ol style="list-style-type: none"> <li>1. Pressure is to be removed from students, timetable for interventions to be fluid. Remind staff that any engagement is good engagement</li> <li>2. Training and understanding with staff that relationships take time, but will form. Staff to be paired with children who have things in common to help build relationships</li> <li>3. Ensure interventions are identified as early as possible and that these students are the priority for interventions</li> </ol>
Wider strategies	<ol style="list-style-type: none"> <li>1. Historic and embedded low attendance</li> <li>2. Spend may rise and fluctuate over time due to new students, or significant events in a child's life</li> <li>3. Student cohort changes regularly due number of exclusions and a large number of joiner and leavers</li> </ol>	<ol style="list-style-type: none"> <li>1. Utilise the skills of the school student welfare officer to work with families to remove attendance barriers.</li> <li>2. Utilise funding and spend on a need by need bases, utilising curriculum and staffing spend as required</li> <li>3. Ensure entry to Cranbury is smooth and students needs</li> </ol>

		are understood on entry so planning can be informed
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