

# Learner Premium Strategy

2024-26



# Learner Premium Strategy Statement

This statement details our school's use of learner premium (and recovery premium for the 2024 to 2026 academic year) funding to help improve the attainment of our disadvantaged learners.

It outlines our learner premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of learner premium had within our school.

## SCHOOL OVERVIEW

DETAIL	DATA
School name	West Lea School
Number of learners in school	464
Proportion (%) of learner premium eligible learners	52%
Academic year/years that our current learner premium strategy plan covers	2024-2026
Date this statement was published	Dec 2024
Date on which it will be reviewed	Nov 2025
Statement authorised by	Governing Board
Learner premium lead	Angela Poplar
Governor / Trustee lead	Fr Nigel Asbridge

## FUNDING OVERVIEW

DETAIL	AMOUNT
Learner premium funding allocation this academic year	£233,845.00
Recovery premium funding allocation this academic year	£85,189.00
Learner premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£319,034.00

# Part A: Learner Premium Strategy Plan

## STATEMENT OF INTENT

Our aim is to continue to build a strong sense of belonging across our entire school community. Which extends to learners, our people, and families.

**Learner belonging:** to continue to create an environment where all learners feel a strong sense of belonging, enabling them to build and maintain meaningful friendships, discover their talents, and effectively communicate their wants and needs. Breaking down barriers for learners to flourish. **People belonging:** to develop our culture where all our people, regardless of their role, feels valued and integral to the learning community, with the skills, confidence, and tools to effectively support the diverse needs of our learners while nurturing their own professional and personal growth. **Family belonging:** to establish a network of support that reduces isolation among parents, providing them with opportunities to connect with peers, share experiences, and collaboratively navigate challenges, ensuring they feel engaged and included in their child's educational journey.

West Lea is proud to be a member of The Enterprise Cooperative Trust (ECT) – a partnership of likeminded schools, charities, community groups and businesses, providing a holistic education which goes beyond academic achievement. [Enterprise Cooperative Trust](#) has a collective vision to improve education and life opportunities for all children and young people in Enfield. It challenges the 'status quo' by drawing on the expertise of the local community and neighbouring organisations to help our children flourish in the working world, both now and into the future.

We are on a mission to make lasting change and impactful opportunities for children and young adults in Enfield with special educational needs. Our purpose unites and drives us in equal measure. Put simply, it is who we are, what we do, and why we do it.

## CHALLENGES

FLOURISHING PEOPLE = FLOURISHING PUPILS = FLOURISHING COMMUNITIES	
CHALLENGE NUMBER	DETAIL OF CHALLENGE
1: People belonging	<p>A key challenge is ensuring consistency in the opportunities for support staff to grow and develop as integral members of the class team.</p> <p>To embed inclusive practices that meet the needs of our most disadvantaged learners, we must invest in <b>all</b> staff through meaningful professional development. Creating a culture of collaboration and continuous learning not only strengthens classroom practice but reinforces a shared sense of purpose and belonging among staff.</p>

<b>2: Learner Belonging</b>	<p>A high proportion of our learners' experience communication difficulties, which can significantly impact their ability to express their thoughts, opinions, and needs. These communication barriers can place them at a disadvantage, limiting their ability to be heard and understood.</p> <p>It is essential that we equip our learners with the right tools, support, and opportunities to develop confidence in self-expression and self-advocacy. For many of our learners, forming relationships and engaging meaningfully with their peers—both in and beyond the classroom—can be a significant challenge.</p> <p>To create a true sense of belonging, our class teams require additional support in creating environments where every learner can actively communicate and feel heard.</p> <p>Furthermore, we recognize that not all learners have equal access to a broad range of enrichment opportunities due to financial constraints and accessibility barriers. Breaking down these barriers is central to our strategy, as we are committed to ensuring that all learners, regardless of their background or individual challenges, have access to enriching experiences that enhance their confidence, strengthen their sense of belonging, and prepare them for life beyond school.</p>
<b>3: Family Belonging</b>	<p>A key challenge for many parents/carers is feeling connected and supported throughout their child's journey. Building peer networks can be difficult, leading to feelings of isolation. Without a strong support system, navigating the complexities of their child's needs can be overwhelming.</p> <p>Consistency between home and school is crucial in reinforcing the strategies that support each learner's development. This can be challenging due to barriers such as time constraints, financial pressures, and limited access to specialist resources.</p> <p>To truly empower our families, we must create opportunities for meaningful engagement, peer support, and shared learning, creating stronger connections between school and home.</p>

## INTENDED OUTCOMES

INTENDED OUTCOME	SUCCESS CRITERIA
<p><b>1: People Belonging</b></p> <ul style="list-style-type: none"> <li>• <b>Connected Learning Community</b> – All staff, regardless of role or hierarchy, feel valued and connected within a strong learning culture.</li> <li>• <b>Empowered Staff Through Enquiry-Led Development</b> – An enquiry-led approach to professional development equips staff with the skills and confidence to better support learner needs.</li> <li>• <b>Reflective Practice and Professional Growth</b> – Staff engage in continuous reflective practice, creating a culture of learning and improvement. (P4P)</li> <li>• <b>Trauma-Informed Practice</b> – Staff develop a shared language and strategies to support learners with empathy and deeper level of expertise.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from our people on the sense of community and value within the organisation collected via surveys or our people forums. (Gallup &amp; IIP)</li> <li>• Evidence of improved communication opportunities for learners across the curriculum. Assessed through observations.</li> <li>• Increased our people participation in CPD sessions, with measurable outcomes such as improved teaching practices or innovative contributions to school projects and good practice shared.</li> <li>• Application of trauma-informed practices by our people, with feedback indicating greater confidence and capability in supporting and understanding the most disadvantaged learners needs.</li> </ul>

INTENDED OUTCOME	SUCCESS CRITERIA
<p><b>2: Learner Belonging</b></p> <ul style="list-style-type: none"> <li><b>Developing Communication</b> - Learners are equipped with communication tools and strategies to articulate their wants and needs effectively.</li> <li><b>Building Friendships:</b> Learners build and maintain meaningful friendships, developing a supportive peer network.</li> <li><b>Discover and nurture talents</b> - A programme of enrichment activities enhances the curriculum and provides opportunities for learners to discover and develop their talents.</li> <li><b>Community Participation</b> - Learners feel a sense of belonging in their wider community through meaningful experiences of work opportunities.</li> <li><b>Provision adapted to meet learner needs</b> - Our people are trained to adopt trauma informed approaches, increasing their awareness, and understanding of the needs and contexts of learners.</li> <li>Improved mental health and wellbeing of learners through therapeutic interventions.</li> </ul>	<p>Increased learner participation in enrichment activities.</p> <p>Positive feedback from learners on their ability to communicate their needs and build friendships (e.g., through surveys or focus groups, observations, learning walks)</p> <p>A rise in the number of learners completing satisfactory, meaningful work experience placements.</p> <p>Improved our people confidence and application of trauma-informed practices in classroom and pastoral interactions, as evidenced by CPD evaluations and observations.</p> <p>Learners are involved in therapeutic offers which has an impact on regulation and progress.</p>

INTENDED OUTCOME	SUCCESS CRITERIA
<p><b>3: Family Belonging</b></p> <ul style="list-style-type: none"> <li><b>Stronger Peer Networks –</b> Parents and carers feel less isolated through established peer support networks, sharing experiences and advice.</li> <li><b>Access to the Right Support –</b> Families connect with relevant services, external agencies, and local networks for guidance and opportunities.</li> <li><b>Empowered Through Support &amp; Training –</b> The Parent Support Advisor and targeted training equip families with effective strategies, ensuring consistency between home and school.</li> <li><b>Collaborative Goal-Setting –</b> Parents and carers coproduce meaningful LPLP targets with staff, ensuring personalised learning pathways that reflect their child's specific needs and aspirations.</li> <li><b>Active School Engagement –</b> Parents and carers contribute their knowledge and expertise, strengthening their connection to the school community and fostering a culture of partnership.</li> </ul>	<p>More parents &amp; carers attending school events and support sessions, with attendance numbers tracked and increasing over time.</p> <p>Parents and carers reporting that they feel more supported and less isolated through feedback, surveys, and participation data (progress meetings)</p> <p>Peer support networks being set up and used regularly by parents (e.g., through parent-led groups, forums, or community events).</p> <p>PLP targets for children being co-created with parents and carers and reviewed regularly, with visible progress made with regards to personal development/PFA.</p> <p>Parents and carers accessing support through effective signposting via our Parent Support Advisor.</p> <p>Parents and carers are trained in communication strategies report greater confidence in supporting their children at home, with feedback indicating improved consistency between home and school approaches.</p>

## ACTIVITY IN THIS ACADEMIC YEAR

This details how we intend to spend our learner premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### TEACHING

BUDGETED COST: £105,312.00

ACTIVITY	EVIDENCE THAT SUPPORTS THIS APPROACH	CHALLENGE NUMBER(S) ADDRESSED
<p>Run an enquiry led CPD programme that incorporates trauma informed practice &amp; communication strategies to develop a deeper understanding of learner needs and how to best meet them.</p> <p>This supports learners to be able to communicate and be advocates for themselves as well as empowers our people to better understand learner needs. It also creates a strong learning</p> <ul style="list-style-type: none"><li>• Teachers and class teams completing an enquiry led approach, research based CPD project throughout the year.</li><li>• Building a total communication strategy to support learners across the school.</li><li>• To provide professional development for teachers to support communication development</li><li>• Mentoring and coaching for teachers and class teams to use the <i>Voice 21 strategies</i> across the school</li><li>• Private SALT to upskill class teams around communication strategies.</li></ul>	<p>EEF research highlights the Regular opportunities for our people dialogue and CPD provides a reflective approach which in turn influences positive change that benefits both our people and learners.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development</a></p>	1,2,3

<p>Enhance strategies for providing work experience within the curriculum to encourage active participation in their community.</p> <ul style="list-style-type: none"> <li>• Work Experience and TSI (Technical and Skills Integration) training for HLTA/TAs.</li> <li>• Increased and more varied employer encounters for learners across the school. More opportunities for experiences of work to be part of the whole curriculum.</li> <li>• Provide travel training for learners to develop the skills and confidence to become independent travellers.</li> </ul>	<p>Employer engagement in education</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Employer_Engagement_in_Education.pdf?v=1733277971">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Employer_Engagement_in_Education.pdf?v=1733277971</a></p>	
<ul style="list-style-type: none"> <li>• Enhance QA process to ensure placements for WEX are of good quality and are relevant to the likes and skills of our learners.</li> </ul>		1, 2

## TARGETED ACADEMIC SUPPORT

BUDGETED COST: £65,864.00

ACTIVITY	EVIDENCE THAT SUPPORTS THIS APPROACH	CHALLENGE NUMBER(S) ADDRESSED
<p>Therapeutic offer to support the wellbeing and emotional health of learners.</p> <ul style="list-style-type: none"> <li>• Everyone loves music's interventions sessions.</li> <li>• Singing &amp; Music interventions</li> <li>• Face front drama therapy</li> <li>• Forest School.</li> <li>• Talking therapy</li> <li>• Art therapy</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/">https://educationendowmentfoundation.org.uk/education-evidence/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a></p>	2

## WIDER STRATEGIES (FOR EXAMPLE, RELATED TO ATTENDANCE, BEHAVIOUR, WELLBEING)

BUDGETED COST: £151,260.00

ACTIVITY	EVIDENCE THAT SUPPORTS THIS APPROACH	CHALLENGE NUMBER(S) ADDRESSED
<ul style="list-style-type: none"> <li>• To strengthen the curriculum trips plan. Families to have support towards residential opportunities.</li> <li>• Trips as part of our curriculum offer are funded.</li> <li>• Residential are funded for those who cannot afford it and subsidised (50%) for all:</li> </ul>	<p><a href="#">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p> <p>LAC learners given placements on trips.</p>	2

<ul style="list-style-type: none"> <li>• To offer a varied number of clubs/activities after school and during unstructured times at each campus. To give learners the opportunity to develop interests and talents.</li> <li>• Dance, football, drama, art, signing, bocca, cricket</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/"><u>Life skills and enrichment   EEF</u></a> <a href="https://educationendowmentfoundation.org.uk/"><u>(educationendowmentfoundation.org.uk)</u></a>	1,2
<ul style="list-style-type: none"> <li>• Enriching and broaden the learner's curriculum beyond the classroom, offering activities which allow the learners to develop new and different skills. Providing opportunities, they may not otherwise be able to access. (wow weeks).</li> </ul>		
<p>Clear and consistent communication channels with parents and carers are continued to be established, strengthened, and maintained. Improved collaboration between school and families to support well-being and engagement with their child's learning.</p> <ul style="list-style-type: none"> <li>• Implementation of parent app for communication.</li> <li>• Parent engagement sessions</li> <li>• peer groups &amp; coffee mornings.</li> <li>• Parents Liaison officer to support. (felix - food deliveries)</li> </ul>	<p>How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice</p> <p><a href="https://d2tic4wvo1iusb.cloodfront.net/production/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf?v=1733343619"><u>https://d2tic4wvo1iusb.cloodfront.net/production/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf?v=1733343619</u></a></p>	1,3

**TOTAL BUDGETED COST: £322,436.00**

## Part B:

# Review of outcomes in the previous academic year 2024/25

## Learner premium strategy outcomes

### TEACHING

#### EVIDENCE /IMPACT

**Outcome: Connected Learning Community:** All staff, regardless of role or hierarchy, feel valued and connected within a strong learning culture.

The Challenge Partners audit highlighted how coaching, care, and mutual respect are central to our leadership culture and how this ethos is visible in the classrooms. This was echoed in our successful **Investors in People (IIP) reaccreditation, moving to Silver** in just three years.

Over the past three years, our Gallup Q12 data shows a significant upward trend:

- **Engagement has risen** from 38% (2022) to 62% (2024)
- **Disengagement has dropped** from 9% to 5%
- **Our mean engagement score improved** from 3.91 to 4.25 (out of 5), moving us up 25 percentile points in Gallup's global database
- **Class team engagement rose** from 3.93 to 4.19 in the past year
- **Q12- I have had opportunities to learn and grow** increased 0.23% from the previous year
- **Q6: Someone at work encourages my development** was our highest Q12 item

This progress is notable, especially given national data showing widespread disengagement and low morale in the education sector (TWI 2024; NFER 2024). We have made significant improvements over 3 years on Gallup Q05 (Someone at work cares about me), rising from 4.25 to 4.46. and Gallup Q07 (My Opinions Count) from 3.91 to 4.13 demonstrating servant leadership in action.

Every team member has meaningful objectives, and most have a personal learning plan. Developmental conversations now happen throughout the year.

We dedicated October INSET to continue with our 'Partnering for Performance' development cycle.

**Outcome: Empowered Staff Through Enquiry-Led Development:** An enquiry-led approach to professional development equips staff with the skills and confidence to better support learner needs.

We made strong progress in building an engaged, whole-school learning community, in line with our Learning for Life value. 94% of staff said this year's CPD aligned to SDP priorities, improved their performance. We held 144 CPD sessions and invested nearly half a million pounds in development for both class and support teams alike.

Investors in People described this commitment as one of the key reasons people love working here.

**Outcome: Reflective Practice and Professional Growth** – Staff engage in continuous reflective practice, creating a culture of learning and improvement. (P4P)

Our Enquiry-Led Approach (ELA) marked a shift from centralised training to collaborative, self-directed learning – with end-of-year learning shares and celebrations bringing it all together. While there's more to do to join up our various L&D strands and shift Partnering for Performance from manager-led to team member-driven, we've laid solid foundations.

We also saw a measurable shift in learning culture and community, with Gallup results showing greater engagement in development – and a stronger sense that it's translating into higher-quality work within teams:

- **Q06 (Someone at work encourages my development):** up from 4.15 to 4.37
- **Q12 (I have had opportunities to learn and grow):** up from 4.01 to 4.24
- **Q19 (My co-workers are committed to doing quality work):** up from 4.14 to 4.32

Comments from Gallup and IIP show many people feel well supported and value the regular conversations with their manager. Across campuses, we're also seeing more team member-led briefings, buddying, Teach Meets, and peer learning in action.

We have made a strong impact on career progression pathways for our people, including supporting five HLTAAs on a bespoke teaching pathway and permanently recruiting seven agency TAs. A further twelve have already expressed interest in the next recruitment round.

**Outcome: Trauma-Informed Practice:** Staff develop a shared language and strategies to support learners with empathy and deeper level of expertise.

We continued to build class team confidence in supporting emotional regulation and positive behaviour through targeted CPD on trauma-informed practice.

Staff learned to approach behaviour with greater empathy and curiosity, supported by six internal champions who provide peer support across campuses.

We strengthened our use of behaviour triage and Personal Behaviour Support (PBS) plans, and shifted towards more proactive, learner-centred strategies, particularly around regulation, meeting communication and sensory needs.

As a result, **we reduced behaviour incidents, physical interventions, and suspensions across the school**. We also supported more learners to get a diagnosis by working in closer partnership with families and professionals. Learners also gained pastoral support from keyworkers or pastoral mentors, where this was identified as a need.

At the heart of this work was a clear aim: to remove barriers to learning, strengthen relationships, and create calmer, more inclusive classrooms where everyone feels they belong.

We joined up our approach to Relationships & Behaviour and Teaching & Learning. We wrote 250 Personalisation Profiles. These are individual plans to meet each learner's unique needs.

We strengthened our use of behaviour triage and Personal Behaviour Support (PBS) plans, and shifted towards more proactive, learner-centred strategies, particularly around regulation, meeting communication and sensory needs. We created with teachers and class teams' regulation plans to support trauma informed practice. Preventative PRICE techniques were delivered during staff briefings and included in campus weekly bulletin newsletters to staff. We continued to build class team confidence in supporting emotional regulation and positive behaviour through targeted CPD on trauma-informed practice. Staff learned to approach behaviour with greater empathy and curiosity, supported by six internal champions who provide peer support across campuses.

As a result, **we reduced behaviour incidents, physical interventions, and suspensions across the school**. We also supported more learners to get a diagnosis by working in closer partnership with families and professionals. Learners also gained pastoral support from keyworkers or pastoral mentors, where this was identified as a need.

**Outcome: Developing Communication** - Learners are equipped with communication tools and strategies to articulate their wants and needs effectively.

We partnered with the charity, Voice 21, to train Oracy Champions and build an oracy curriculum. Oracy activities have been incorporated into the curriculum, so learners have opportunities to have discussions, build communications skills, and develop confidence in social settings.

Voice 21 recognized our excellent practice, which we're now sharing with other schools to support what oracy looks like in SEND settings. We were also featured in the Oracy Commission report in October 2024 as a case study of a school using oracy strategies well in a SEND setting.

At primary introduced PODD core communication boards through a private speech therapist. Drop in feedback on Steplab shows impact on engagement with learning in lessons. Parent engagement tracker shows number of families attended PODD dinner date sessions to implement PODD boards at home as well.

Core communication offer created for the school in conjunction with SALT. This is now used as a model for the Local Authority and impacts QFT strategies in the classroom, updates on pupil profiles and to inform EHCP outcomes, LPLP(IEP) targets.

The table below shows the number of learners in year 5 working at stage 4 and above. 8 of these learners at pupil premium.

In year 6 the following year in year 6 learners PP learners made progress of at least 1 sub level

#### Communication data analysis

Year 5 Baseline 2024			
No of learners	Learners working at stage 4 and above	PP	NPP
14 Overall number	12	8/12 (67%) are working at stage 4 and above	(4/12) 33% learners are working at stage 4 and above
Year 6 Baseline 2025			
No of learners	Learners working at stage 4 and above	PP	NPP
14 Overall number	12	(6/8) 75% PP made progress of one sub level  2 PP learners stayed at the same stage	(3/ 4) 75% NPP made one sub level of progress  1 NPP learner stayed at the same stage

Year 8 Baseline 2024			
No of learners	Learners working at stage 7 and above	PP 30/49	NPP
49 Overall number	(19/49) 39%	(13/19) 68% working at stage 7 and above	(6/19) 31% working at stage 7 and above
Year 9 Baseline 2025			
No of learners	Learners working at stage 7 and above	PP	NPP
49 Overall number	(25/49) 51%	(18/25) 72% learners working at stage 7 and above  (12/18) 66% have made one or more sub level progress	(7/25) 28% learners are working at stage 7 and above  (6/7) 85% learner made one or more sub level of progress

The table above shows

Year 8 (Baseline 2024) **PP learners working at Stage 7 and above: 19 (39%)**

- **Made progress:** 13 learners (**68%**)
- 6 learners (**31%**)

While fewer PP learners are at Stage 7+, a good proportion of those are making progress.

Year 9 (Baseline 2025) **PP learners working at Stage 7 and above: 25 (51%)**

- **Made progress:** 18 learners (**72%**) **One or more sub level progress:** 12 learners
- 7 learners (**28%**) **Still made sub level progress:** 6 learners (**85%** of the 7)

## TARGETED ACADEMIC SUPPORT

EVIDENCE / IMPACT			
Number of learners accessing therapeutic provisions.			
Provision Type	Concern	# of pupils	Description
CAMHs School Consultation	SEMH, Cognition and learning,	5	CAMHs SCAN offer school consultation slots on Thursday afternoons to discuss cases and seek advice on PBS strategies, referral advice and more.
Physiotherapy Support	Sensory and/or Physical Needs	33	Physiotherapists work closely with children to assess, plan, and implement individualized therapy programs. These programs aim to improve mobility, strength, coordination, and independence for children affected by injury, illness, or disability, helping them participate more fully in school activities and daily life. Additionally, physiotherapy can help reduce the risk of future injuries or illnesses. Physiotherapists consider the body as a whole rather than focusing solely on specific aspects of an injury or condition.

Occupational Therapy	Sensory and/or Physical Needs	38	<p>Occupational therapists work with a child to determine which tasks or activities they are experiencing difficulties with and help by discussing or demonstrating strategies and recommendations to increase independence in these areas. These tasks are what we call 'occupations' and can be everything from getting ready in the morning or managing school activities, to engaging in chosen leisure pursuits.</p> <p>OT will work with all campuses with identified students through referrals and EHCP provision to work towards meeting EHCP outcomes.</p>
Grief Counselling	Pastoral	2	<p>A referral to Grief Encounters for counselling around grief. On average there will be 10-12 sessions</p> <p>One to one provision</p> <p>Accessed on teams - remote provision</p> <p>Run by Grief Encounters</p> <p>Aimed at Secondary School students Y7-13</p>
SALT Caseload (universal open to SALT)	Communication and Interaction Needs	74	<p>Various personalised support given to learners and class-based interventions.</p>

### Parents belonging:

Having families come into school is especially important in a special school, where many students arrive by transport and parents aren't seen at the gate, because it helps build stronger relationships, encourages understanding, and creates meaningful connections between home and school.

The table below shows the number of families that engaged with us at our primary campus for various events.

Date:	Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul
Family Tuesday										54
End of term concert			68			49				66
Dinner Date	9	14	10	11	15	7		12	5	14
Total	9	14	78	11	15	56		12	5	134

Support provided by our Family Support worker has included the following areas:

- DLA applications
- Carers allowance
- Disabled badge
- Freedom pass
- Oystercards
- CEA cards
- Short Breaks grants
- Family Fund grant
- Bursary applications
- Passport applications
- Transport applications
- School transitions/secondary and primary
- Progress/Annual reviews
- Translating documents
- Interpreting at meeting
- SALT support
- Physio support
- Regular phone calls regarding
- Referrals to other agencies for support
- Parentpay logins
- ESOL & IT classes
- Coffee morning information sessions
- LAC meeting preparations
- Document completing
- Felix Project

The work of our Family Support Worker has had a significant and far-reaching impact on our school community. Through dedicated support across a wide range of areas as listed above, families have been empowered to secure the resources and entitlements they need to improve their children's wellbeing and learning experiences.

By providing ongoing assistance with school transitions, progress and annual reviews, and by offering translation and interpreting services, the Family Support Worker has ensured that all families, regardless of language or circumstance, can engage fully with school life. Regular communication, referrals to external agencies, and coordination of initiatives such as ESOL and IT classes, coffee mornings, and The Felix Project have strengthened relationships and created a more inclusive, supportive school community.

This holistic approach has removed barriers, built trust, and created positive partnerships between home and school. As a result, families feel more confident, informed, and connected, enabling pupils to thrive both academically and personally. We want to continue to extend this offer.

Attendance at progress meetings at Ks3 Campus is 76% over 3 progress meetings for 2024-2025:

Year group	Autumn	Spring	Summer
7	78%	85%	58%
8	70%	90%	62%
9	81%	93%	69%
Average	76%	89%	63%

Parent and carer feedback was collected following Annual Review meetings held across **Haselbury Campus (Years 7–9)** and **Learning for Life Campus (Years 10–11)** between **November 2024**. The responses reflect a generally very high level of satisfaction with both the preparation process and the meetings themselves, with a small number of constructive suggestions for improvement.

Overall, parent satisfaction with the Annual Review process is **extremely high**, with most ratings between **9 and 10 out of 10**. Parents feel the meetings are valuable, informative, and supportive. The feedback highlights excellent practice in communication and preparation.

### Key Themes

#### - Strong Preparation and Communication

Families appreciated the documentation sent before the meeting and felt well-informed about their child's progress and next steps. Comments such as "*The meeting gave clear steps in how the school will be helping my child achieve their targets*" and "*It gave me an idea of what the meeting was going to be about*" were common.

#### - Positive Meeting Experiences

Most parents described the meetings as **well-organised, professional, and supportive**. They valued the opportunity to discuss progress and felt their voices were heard. One parent commented: "*Meeting went very well, my concerns were listened to and heard.*"

## WIDER STRATEGIES

### EVIDENCE / IMPACT

We strengthened our employability strategy, *Employment for All*, giving learners more chances to meet employers, explore workplaces, and discover careers that match their strengths and aspirations. This included 130 young people completing work experience placements across 10 different industries, and 200 young people taking part in at least one of the 52 employer encounters we organised. We also hosted highly successful job fairs, enabling learners to discover and engage with a wide range of careers that interest them.

A cross-campus team will relaunch the strategy in 2025–26, uniting employability efforts across all campuses. Our supported internship programme remains a jewel in our crown and was rated ‘Good’ by Ofsted. We’re now developing a new employer engagement strategy to expand our network and increase opportunities for Junior and Senior Interns, as well as younger learners involved in Careers Week, WOW Days, and taster sessions.

At the heart of this work is a clear ambition: to help every learner step into adulthood with confidence, purpose, and a future they can be proud of.

## Further information

**The planning of our new learner premium strategy has taken into consideration the needs and growth of the school.** We are dedicated to supporting our learners by breaking down barriers to education and promoting independence and well-being. Through an enquiry-led approach, trauma informed practices, and a total communication strategy, we want our people to have the tools and training needed to meet learners’ needs effectively.

Work Experience (WEX) needs to be fully embedded into the curriculum, with increased employer engagement and training for staff to provide meaningful real-world experiences in school but also prepare learners for when they go into the workplace. Continue to support learners to become independent travellers and ensure placements match their interests and goals, with learner voice central to the process.

This Learner Premium document remains under ongoing review as we strive for excellence. In partnership with the London Borough of Enfield and Marc Rowland, a leading advisor for improving outcomes for disadvantaged learners, we are dedicated to optimising our learner premium spend to effectively meet the diverse needs of our learners.

All of our learners experience some form of disadvantage, whether through complex learning needs, social and communication differences, or wider socio-economic factors. Many face multiple vulnerabilities that impact their access to education, including health inequalities and reduced opportunities for enrichment beyond school. In our context, disadvantage also means barriers to independence, communication, and social participation.

We recognise that disadvantage for our learners often looks different but can be just as profound. This includes limited access to inclusive community activities, reduced family capacity to navigate systems, and reliance on multiple services. Our approach therefore goes beyond closing academic gaps, it is about ensuring *equity of experience, opportunity, and outcome* for every learner.

Our therapeutic offer includes pastoral mentoring, music interventions, and activities like Forest School to promote emotional well-being. We encourage reading for pleasure through diverse book collections, electronic library systems, and WEX opportunities linked to library management. Trips, residential, and after-school clubs enrich the curriculum, offering learners opportunities to explore new skills and interests. Strong collaboration with families is key. With guidance from research and experts, we continuously refine our strategies to achieve the best outcomes for our learners.

Through targeted support, high-quality teaching, therapeutic interventions, and strong family partnerships, we work to remove these barriers and ensure that every learner, regardless of background or need, can thrive academically, socially, and emotionally.

Our Pupil Premium strategy is rooted in understanding the “whole learner” combining trauma-informed practice, total communication approaches, and enquiry-led professional development to equip staff with the tools and empathy to respond effectively to disadvantage in all its forms.



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