

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022/2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview **Year 2 of the plan and changes highlighted in yellow.**

Detail	Data
School name	Bude Primary Academy Juniors
Number of pupils in school	267
Proportion (%) of pupil premium eligible pupils	41% (increase of 2% on last year)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 – 2024/2025 (year 2 of the plan)
Date this statement was published	25 December 2022
Date on which it will be reviewed	01 December 2023
Statement authorised by	Sarah Robinson Head of School
Pupil premium lead	Sarah Robinson Head of School
Governor / Trustee lead	Aspire Trust Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,500
Recovery premium funding allocation this academic year	£17,001
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,714
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£165,215

# Part A: Pupil premium strategy plan

## Statement of intent

Senior leaders set the expectation that teachers and support staff believe all children can achieve. All staff look for solutions to overcoming barriers to achievement through developing strong supportive relationships with children and their families and by not presuming to know what the barriers are. We want all our children to 'Respect, Learn and Achieve' and through this become confident, independent learners.

We will consider research (such as the Sutton Trust Toolkit and Education Endowment Fund) to support us in determining the strategies that will be most effective in improving academic outcomes, as well as offering broader educational opportunities for pupils who are disadvantaged. We understand the need to improve children as learners; develop their ability to self-regulate; support their social emotional and mental health needs; and improve vocabulary (speaking and listening) by giving them exposure to 'multiple meaningful interactions with language.'

We will ensure that all teaching staff and support staff are involved in the analysis of data for those pupils who receive pupil premium funding, and everyone is aware of the needs of our disadvantaged children. All children entitled to pupil premium will benefit from the funding, not just those who are underperforming (through our Unlocking Potential programme for example). Underachievement at any standard is targeted, not just academic or prior lower attaining pupils. Children's individual needs are considered carefully so that we provide support for all children who could be doing "even better if."

We will continue to strive for all children to receive consistently great teaching every day. We will ensure consistent implementation of and fidelity to the school's development plan; provide high quality CPD for teachers and support staff; and access expertise from across the Aspire Academy Trust.

To increase learning time, we will maximise the time children have to "catch up" through improving attendance and punctuality; providing early targeted intervention; working closely with Bude Infants; providing early morning and after school wrap around support; and using teaching and learning strategies which allow for more learning opportunities. We aim for all children to know more, remember more and experience more.

## Challenges

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

Challenge number	Detail of challenge
1 SEND	<p>Data shows that 26% of pupils across our Key Stage 2 have an identified SEND and 55% of pupils entitled to pupil premium have an identified SEND (this is an increase of 22% on last year). There is a high proportion of pupils who have SEMH difficulties. Lesson visits, book looks, and attainment information show that these pupils are not always making good progress from their starting points. Pupils who are disadvantaged and have a SEN are disproportionately more likely to have a fixed term exclusion and disengage from learning.</p> <p>Fixed term exclusions have reduced - 11 ½ days for 3 pupils to 1 ½ days for one pupil over the same time period (Autumn term 2021 compared to Autumn term 2022). There have been no permanent exclusions.</p>
2 Attendance and punctuality	<p>Our attendance data indicates that attendance among disadvantaged pupils has been between 3% and 6% lower than non-disadvantaged and there is a higher percentage of persistent absenteeism in this group. Some of these pupils also have a SEN. Recent Ofsted report (October 2022) regarding attendance states, 'However, despite recent improvements, too many pupils with SEND, alongside disadvantaged pupils, do not attend school regularly enough. This means they miss out on important curriculum content'</p>
3 Family and economic difficulties	<p>Our parent support worker has worked with the families of 40 disadvantaged pupils over the past year. The main issues as shown with referrals are with housing, poverty (applications to the hardship fund for food and clothing), family welfare and domestic violence, families have difficulties in supporting their children due their own lack of confidence in their academic ability, transport, support with signposting to services for families of pupils with SEN and an increase in anxiety and mental health issues since lockdown.</p>
4 Assessment-maths	<p>Data shows last year that pupils entitled to pupil premium progressed better in some areas than non-disadvantaged. There were some classes where pupils who were disadvantaged performed significantly worse than non-disadvantaged. Also disadvantaged pupils previously working at the expected standard in maths performed worse than non-disadvantaged in all year groups. KS2 results for 2022 showed that fewer pupils overall achieved the maths expected standard compared to reading and writing. The expected for maths was below national comparisons.</p>
5 Reading	<p>Pupil voice and data shows that pupils who are disadvantaged find reading and phonics difficult. Some parents find supporting this at home challenging. The current year 4 had a large number of pupils who did not pass the KS1 phonics screen 54% (75% of disadvantaged pupils did not pass). 43% of year 4 pupils would still did not pass when tested in</p>

	year 3 (30% disadvantaged pupils however over half of these have an identified SEN).
6 Writing	Pupil voice information and book scrutiny show that pupils find handwriting and spelling very difficult and are not yet fluent in these which becomes a barrier to reaching the expected standard in writing. Teaching children the skills to reach the greater depth standard for writing is a huge barrier. End of KS2 data for 2022 shows that we performed significantly below the national comparison regarding this.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils who are disadvantaged and have an identified SEND will have their barriers to learning correctly identified and provision in place to meet their needs. This includes the pupils who have SEMH difficulties.	Pupils who are disadvantaged with a SEN will make at least good progress from their start points in reading writing and maths with improved outcomes at the end of KS2 by 2024/25. A reduction in the number of fixed term exclusions – with the ambition for 0 exclusions by 2024/25. Progress made towards this objective.
Improved reading attainment among disadvantaged pupils.	By 2024/25 the percentage of pupils who are disadvantaged and meeting the expected standard in reading at the end of KS2 will more closely align to that of pupils who are not disadvantaged. They will at least meet their prior attainment standard by 2024/25. Progress made towards this objective.
Improved writing attainment among disadvantaged pupils.	By 2024/25 the percentage of pupils who are disadvantaged and meeting the expected standard in writing at the end of KS2 will more closely align to that of pupils who are not disadvantaged. They will at least meet their prior attainment standard. Progress made at expected standard not greater depth standard.

Improved maths attainment including those pupils previously attaining at the greater depth standard.	<p>By 2024/25 the percentage of pupils who are disadvantaged and meeting the expected standard in maths at the end of KS2 will more closely align to that of pupils who are not disadvantaged. They will at least meet their prior attainment standard.</p> <p>Evaluation and review required to improve maths attainment this year</p>
To achieve and sustain improved wellbeing and economic support ensuring pupils progress (particularly those pupils who are disadvantaged) is not being impacted by families economic and wellbeing situation.	<p>Pupil voice through interviews and questionnaires show pupils enjoy school and feel safe.</p> <p>Parent voice demonstrates they feel supported and communication between school and home is effective.</p> <p>A significant reduction in behaviour incidents is being reported in school.</p> <p>A reduction in the number of fixed term exclusions – with the ambition for 0 exclusions by 2024/25.</p> <p>Progress made towards this objective.</p>
To achieve and sustain improved attendance for all pupils especially those who are disadvantaged. Significantly reduce the percentage of pupils who are persistently absent	<p>Sustained high attendance.</p> <p>The overall attendance rate for pupils being 96% or higher or in line with national.</p> <p>Attendance remains a key priority and a revised management approach in place from September 2022.</p>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention) – **Year 2** of the plan

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of CGP tests for year 6 and 5 Reading Grammar and maths</p> <p><b>£500– Sept 2022</b></p>	<p>Regular testing improves pupils' retention skills and provides opportunities for the teacher to assess regularly and identify strengths and weaknesses of each pupil.</p> <p><a href="#">EEF Blog: Does research on 'retrieval practice' translate into...   EEF (educationendowmentfoundation.org.uk)</a></p>	4,5,6
<p>Enhancement of classroom teaching in year 3 through funding an additional TA for three terms to support English and Maths learning in the mornings. Lunch time support for one pupil and afternoon intervention support for pupils with SEN(L Thorne)</p> <p><b>£11768.93– Nov – July 23</b></p> <p><b>RECOVERY PREMIUM</b></p>	<p>The year 3 cohort has 23% of pupils who have a SEN with one class being 27%. 41% of pupils are disadvantaged with 55% being in one class. Covid lockdowns have had a big impact on the start these pupils have had to their infant school experience as stated in the EEF report.</p> <p>Last year this fund was for a teacher to support year 3 and 4 from February - July.</p> <p>Whilst impact in outcomes in books was evident there was minimum impact on end of year data that could be specifically attributed to this intervention. This intervention was hugely impacted by teacher absence (Covid and other illnesses prevalent) which meant cover was needed for classes.</p>	4,5,6

	<a href="https://educationendowmentfoundation.org.uk">Impact of Covid-19 school closures and subsequent support...   EEF (educationendowmentfoundation.org.uk)</a>	
Fund TA training additional to their contracted hours to support the school development priority of maximising the impact of TA's.	<p>Teaching assistants are a huge resource in school and can have a h significant impact on the progress and attainment of disadvantaged pupils if used effectively. There is the need for a school policy and understanding on what effective practice looks like. This includes CPD for TAs so they can have an improved impact on pupils' learning.</p> <p>During the recent Ofsted inspection (Oct 22) it was observed that TAs have good subject knowledge and the interventions that were observed showed to have a positive impact and were well structured. Observations in school show TAs are deployed more effectively and have a broader range of skills (e.g. scribing, questioning). This year (22-23) TAs will continue to access CPD both related to the school development plan as well as more personalised support where identified.</p> <p><a href="https://maximisingtas.co.uk">Maximising the Impact of Teaching Assistants   MITA (maximisingtas.co.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	1,4,5,6
Improve the wider curriculum implementation and impact through funding a supply teacher (D Whelan) to release subject leaders. This will ensure pupils with SEN and disadvantaged lower attaining pupils are able access/engage with	<p>Evidence suggests that curriculum design may support the development of long-term memory. Subject leaders need to ensure that their subject is sequenced and there are opportunities for pupils to revisit prior learning.</p> <p>The core curriculum is now in place with consistent implementation. Work continues on the broader curriculum</p>	1,4,5,6

<p>and succeed in the wider curriculum.</p> <p>22-23 Assistant Head of School to be released from having a class commitment to support leaders in curriculum development and to coach teaching and learning.</p>	<p>to ensure effective sequencing and progression across all subject areas so that pupils learn more and remember more.</p> <p><a href="#">An evidence-informed approach to...   Durrington Research School</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of the Number Sense maths catch up programme.</p> <p>Initial and ongoing training for TAs who will deliver the programme.</p> <p><b>£300 - Due June 2022</b></p>	<p>Use of this intervention in the infant school which is part of the academy has proven to have impact.</p> <p>This intervention had little impact in KS2 and has therefore been removed from our offer from September 2022. Teachers found pre teach sessions for maths improved the outcomes of prior low attainers.</p> <p><a href="#">Origins of Number Sense Maths   Number Sense Maths</a></p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<p>Read Write Inc phonics – additional phonics sessions.</p> <p>Training for year 3 teachers and TAs and ongoing support from RWI.</p>	<p>This is the phonic programme used by the infant school and one of the agreed programmes from the DfE. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.</p>	5

<p><b>£1500 Estimated cost*</b></p> <p><b>£500 Resources</b></p>	<p>This intervention has had significant impact and has improved reading attainment for pupils. There are now less groups and fewer pupils requiring this intervention.</p> <p><a href="#">Contact details for the validated systematic synthetic phonics (SSP) programmes - GOV.UK (www.gov.uk)</a></p>	
<p>Read Write Inc Fresh start</p> <p><b>£1500*</b></p> <p>*Part of the Fresh Start package</p>	<p>This is a programme to support upper KS 2 pupils and particularly those who are disadvantaged with phonics and is for struggling readers in Key Stage 2. It can be effective for those pupils who are still not confident with decoding.</p> <p>This intervention was very impactful – because of its impact and the RWI phonics it is no longer required this year (2022)</p> <p><a href="#">Read Write Inc. Phonics and Fresh Start   EEF (educationendowmentfoundation.org.uk)</a></p>	5,6
<p>RWI online subscription</p> <p><b>£130</b></p>	<p>This will support teachers and TAs with resources and access to lesson materials.</p> <p><a href="#">Contact details for the validated systematic synthetic phonics (SSP) programmes - GOV.UK (www.gov.uk)</a></p>	
<p>Teacher employed for targeted intervention in year 4.</p> <p><b>£2,100 RECOVERY PREMIUM</b></p> <p><b>£10,500 – Feb – Aug 2022</b></p>	<p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>41% of pupils are disadvantaged in Year 4. This teacher, who knows the school and pupils well, will work with identified pupils in a targeted approach which will be additional to the teaching within the classroom.</p> <p>This was a short time intervention which was impacted on by staffing absence as</p>	4,5,6

	the teacher then had to cover classes. This is not in place this year (2022)	
1:1 or small group tutoring in reading, writing, and maths led by class teachers in years 5 and 6. Targeted support outside of the school day for those who are disadvantaged/ and or need support to reach the expected standard or greater depth standard. Oct 22-July 23	<p>Teachers are strategically matched to pupils and are aware of what learning is currently happening in the classroom and what the gaps are in the child's learning. As the teachers work in the school relationships are very positive and this helps to build motivation.</p> <p><a href="#">One to one tuition   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	4,5,6

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £92,416

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>H Lee SENCO– 2 days. Fixed term agreement for additional 2 days support this academic year</p> <p><b>£23,046</b></p>	<p>The SENCo will review current practice and support teachers and TAs with identifying and meeting pupils' needs so that they make good progress. Ensuring pupils develop confidence and can work independently. Pupils with SEND have the greatest need for excellent teaching. Many of pupils with SEND are also eligible for free school meals.</p> <p>This enabled coaching around support for pupils with SEN, and most teachers are now effective in supporting pupils with SEN. All teachers and TAs have improved their practice. Ofsted report (October 22) validates this.</p> <p>SENCO to remain full time in the Juniors this year.</p> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	1,4,5,6

<p>Trauma Informed Schools (TIS) HLTA practitioner to support pupils with self-regulation, resilience, and independence enabling them to access the learning in the classroom.</p> <p><b>£18330.33.</b></p>	<p>Pupils who are taught how to self-regulate are better able to access their learning and make progress.</p> <p>Case studies show that pupils are better able to self-regulate and have strategies to support themselves when they become dysregulated. Most pupils now access all classroom learning with scaffolding and individual provision in place.</p> <p>Behaviour logs show where the class based support has been put in place, pupils dysregulation has reduced. This has then continued (with the strategies then used by the class team) once this specific support is removed.</p> <p><a href="#">Education Endowment Foundation   EEF</a></p>	<p>1,3,4 ,5</p>
<p>Parent Support Worker (18.5hrs) – support parents with helping their children with reading; support parents to access services; Run drop-in sessions. Improve attendance and punctuality.</p> <p><b>£12965.77</b></p>	<p>Relationships and good communication are key to supporting parents with barriers to pupils attending well. Parent support worker along with the senior leadership team set out clear expectations and seek to identify barriers. There is a policy in place and the parent support worker attends the attendance review meetings. She undertakes actions as well as making necessary referrals. Research shows that the higher the overall absence at KS2 the lower the likely level of attainment at the end of KS2.</p> <p>Case studies show improvement in parent engagement particularly with parents who are living in challenging circumstances and are anxious about approaching school.</p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	<p>2,3,5</p>
<p>Pastoral support worker.</p>	<p>Trained in counselling and mental health support for individual pupils. Organises</p>	<p>3</p>

<p><b>£15447.23</b></p>	<p>and supports therapy dog who attends weekly – building resilience and confidence in pupils. The support is targeted and responds to immediate need identified from safeguarding/welfare referrals. Studies show that there is an increase in pupils with possible mental health disorders in primary schools.</p> <p>Case studies evidence an improvement in pupils view of them self and feeling safe and supported in school.</p> <p><a href="#">mhcyf 2020 rep.pdf (digital.nhs.uk)</a></p>	
<p>Nurture lunch time support (SENCo, pastoral worker and TIS practitioner*).</p> <p><b>£8760</b> - (H Goodearl) <b>£981.23</b> – (L Thorne)</p> <p>*Costs already included</p>	<p>Identified pupils are encouraged to attend the club at lunch time and take part in games and activities which promote self-regulation and skills such as turn taking and learning to get along. This ensures a smooth transition into afternoon learning as well as developing strategies to support resilience in the classroom.</p> <p>Lunchtimes are much improved with a reduction in the number of behavioural incidents particularly amongst pupils with SEND.</p> <p><a href="#">The EEF Toolkit and Nurture Groups (nurtureuk.org)</a></p>	<p>1,3</p>
<p>Enrichment opportunities – residential/trips and Unlocking Potential activities</p> <p><b>£3000</b> – Residential <b>£1000</b> – Trips <b>£5000</b> - Enrichment</p>	<p>Teachers and support staff identify areas of strength and ensure pupils who are disadvantaged have the opportunities to take part in after school activities linked to these strengths. By paying for costs the economic barrier to attending is removed.</p> <p>This has ensured all pupils in year 6 who wanted to, attended the Bristol residential. This ensured that the school was able to offer curriculum linked experiences to all. School location can be a barrier to being able to offer cultural experiences at a reasonable cost.</p>	<p>3</p>

	<a href="https://educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>	
<p>Cognition after school club</p> <p><b>£1800</b></p>	<p>Science Club/Lego League. This is an after-school computing club which is run by a specialist outside agency. The children are also taking part in a national competition. Pupils who are disadvantaged and are showing an interest in this area are encouraged to attend. This supports our Unlocking Potential programme.</p> <p>Case studies show that pupils developed a range of skills through teamwork and collaboration, developed thinking, problem solving and communication skills. Some pupils identified would not have been able to attend this provision without financial support.</p> <p><a href="https://educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Nurture Woods Sessions - Transformation Training</p> <p><b>£5460</b> (£140 per week x 39 weeks)</p>	<p>Half day sessions per week with identified pupils. Sessions are designed to help enrich learning, break down social barriers, develop teamwork and problem-solving and language skills.</p> <p>Impact was difficult to measure and was not always evident when back in the classroom. Children reported enjoying the sessions. This has ended for 2022/2023 as the Trust has its own outdoor learning lead which is accessed free of charge.</p> <p><a href="https://educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p>	1,3
<p>Wraparound additional support for PP children.</p>	<p>Provision of a breakfast club ensures pupils have a settled start and the opportunity to have breakfast, so they are then ready to learn. Pupils who have</p>	1,2,4,5,6

<p>Bagels in the morning offered to all pupils as part of the National Breakfast scheme. School funds 25% of the costs.</p> <p><b>£1201</b> Wraparound resources &amp; equipment</p> <p><b>£1363</b></p>	<p>a SEN use the club to support punctuality and attendance.</p> <p><a href="#">Breakfast clubs work their magic in disadvantaged English schools - Institute For Fiscal Studies - IFS</a></p> <p>The bagels have proven to provide a calm start to the day - pupils and their families rely on the breakfast offer particularly as the cost of living is rising. Every pupil has a meet and greet and is offered a bagel. Meet and greet has been reported as a positive behaviour management tool.</p> <p><a href="#">When the Adults Change, Everything Changes: Seismic shifts in school behaviour : Paul Dix: Amazon.co.uk: Books</a></p>	
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**Total budgeted cost: £105,163.49 – excludes 1:1 tutoring costs (to be updated)**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

End of Key stage 2 data for 2022 overall shows that the percentage of pupils reaching the expected standard in reading and writing is in line with the percentage nationally. The percentage of pupils reaching the greater depth standard in reading was also in line nationally. Maths is still not in line with the national figure and this has impacted on the reading writing and maths combined percentage.

There still remains a significant difference in the percentage of disadvantaged pupils meeting their prior attainment standard compared to non-disadvantaged.

Our internal data continues to show steady improvement in the percentage of pupils attaining the expected standard in reading writing and maths. Upper key stage 2 shows good progress in writing but this remains a weakness in lower key stage 2.

The younger the pupils the more impact lockdown seems to have had. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils and the effects of this remain.

CPD for both teachers and TAs has proved impactful with a now ambitious core curriculum in place. Implementation of this core is secure, and the teaching strategies are beginning to support pupils to know and remember more. Work continues on the broader curriculum.

The current development priorities are to improve oracy in all areas of the curriculum, to support pupils with self-regulation strategies, to improve teaching of spelling and to improve attendance. Attendance remains a high priority. Poor attendance and persistent absence continue to have an impact on the progress of pupils with SEN and /or those who are disadvantaged.

The repercussions of the pandemic remain with staff and pupil absence through illness proving a difficult barrier to overcome. Staffing absence affects consistency of approaches with interventions, teaching and learning and relationships. Some children struggle to regulate when their usual adults are not present.

The current economic climate is also adding to pressures as families struggle with finances. Our parent support worker is seeing more requests for financial help and sometimes from working families who have not previously needed assistance.

Provision for pupils with SEN has improved and this was recognised in the recent Ofsted inspection (Oct 22). IEPs are in place and are regularly reviewed with the support of the SENCo. Children know their targets and assessment is now used more effectively to identify next steps. The Tis practitioner works with identified pupils and this provision has had an impact on some pupils' ability to self-regulate and therefore access more of their provision in class. 'Leaders have now created clear systems so that all pupils experience

the same learning. As a result, the school manages the needs of pupils with SEND effectively, including those in the additional resource base.' (Ofsted 22)

## Externally provided programmes

Programme	Provider
LBQ Learning by Questions online quizzing programme (catch up)  £480 – March 2021	<a href="https://lbq.org/">Learning by Questions (lbq.org)</a>  This was not renewed for September 2022. Teachers felt that it had not been as effective for what they wanted to use it for (setting personalised work outside of the school day) due to the way the platform was organised. Cost versus impact was not efficient.

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Support through intervention and 1:1. Support with additional textbooks.
What was the impact of that spending on service pupil premium eligible pupils?	This is ongoing this year 22-23 and impact to be reviewed.

## Further information (optional)

Head of School (Mrs Sarah Robinson) began employment at the school in January 2021 during a lockdown due to the Covid pandemic.