



Priority pupil strategy

We recognise that our young people come to school from very different contexts and that their readiness for the school day can be varied. Our duty is to ensure that school systems and support are in place to address the barriers that our pupils face.

Over the next three years, our aim is to ensure that our schools are **inclusive, welcoming environments**, giving everyone a reason to come to school every day. We want to improve outcomes for our priority pupils through excellent teaching, whilst maintaining our upward trajectory for all pupils as well. Improving outcomes changes lives and increases the opportunities that our young people have in the future.

Transition, mobility and change represent shared challenges for many of our pupils, particularly our most vulnerable. These include the most obvious changes when a child moves from one academic year to the next, particularly when changing Key Stage. However, our research has identified that many of our priority pupils have either moved school, moved home multiple times, or have experienced other significant change in their lives beyond what is typical. Transition can be as challenging for families as well as for pupils so the support for them is also necessary.

We know that the biggest impact on our pupils' lives will be in their readiness for the next stage of education or work. Surveys indicate that our priority pupils do not always feel fully engaged in school life or have the belief in themselves to achieve. What happens in the classroom is the top priority and **high-quality teaching has the biggest impact on pupil outcomes** but ensuring that they arrive there ready to learn how to succeed is crucial.

The areas that we will focus on are:

- Creating a warm and welcoming environment, in line with the six principles of Nurture, **so that** every young person feels that they belong.
- Ensuring that all pupils have the resources that they need and receive excellent instruction from expert teachers **so that** they can benefit from all aspects of the curriculum and enrichment opportunities.
- Establishing a strong system for transition at all stages of a pupil's school journey which recognises the part that families play in these events **so that** barriers of change and mobility are reduced.
- Refining the attendance systems **so that** relationships between school and home are positive, leading to lower absence rates.
- Being deliberate in the quality assurance activities that take place across the schools **so that** these are conducted through the lens of those that need the most support.
- Addressing the language used around our priority pupils **so that** our expectations remain high.





Area of challenge	Strategy	How will we know we are successful?	Timescale	Responsible/ Link to strategy/ policy
1. Attendance	<ul style="list-style-type: none"> - New Attendance Policy in place (Sept 2024) - Focus on building relationships with families. - Use of EBSA strategy across all schools - Strategic use of EWO/ sanctions so that families are not alienated 	<ul style="list-style-type: none"> - Attendance policy being used effectively to support decrease in absence. - Increase in whole Trust attendance to above 95%. - Decrease Persistent Absenteeism to below 15% as a Trust (below 12% for Primaries). - Attendance for vulnerable groups grows to and remains above 92%. 	July 2027	NW/ All Attendance Champions
2. Raising Achievement	<ul style="list-style-type: none"> - Trust wide focus on disadvantage – everything we do being through the lens of the pupils that need it most. - The LSP Pedagogy framework and Walkthrus form part of the CPD for all staff so that high quality teaching is - Starting strong – aiming to close the gap by the end of KS, including in the phonics test. - Strategic approach to Raising Standards in KS4 which includes a Raising Standards Calendar and opportunities to share effective strategies. - Implementation of the Pedagogy Framework and of the new Performance Development Policy which supports excellent teaching. - All schools to deliver early language intervention in order to narrow the gap that is created by the end of reception - Attainment and progress of Priority Learners are tracked carefully and are prioritised in PPMs 	<ul style="list-style-type: none"> - Narrowing of the gap in all metrics with upward convergence - A systematic approach to improving outcomes by focusing on the quality of teaching. - Developmental Drop ins in place and effective in improving teaching as indicated through school visits and visit notes. - Book looks, moderation and student voice indicate that the curriculum is being implemented successfully. - Staff use strategies from their T&L toolkits and are responsive to feedback. - Priority Pupils are discussed in all interactions with school leaders and impact is noted through records of school visits. 	July 2027	Education Team/ School Leaders





	<ul style="list-style-type: none"> - All School Improvement visits through the lens of disadvantage rather than a separate visit which focuses on this. - Priority Pupil Network to share strategies and research 			
3. Whole School Culture	<ul style="list-style-type: none"> - Implementation of Nurture UK strategies - Reduction in suspension/ PEX for Priority Learners - All schools to consider what makes them welcoming and inclusive through student voice 	<ul style="list-style-type: none"> - Student voice will indicate that pupils are happier in schools. This will be through the annual survey and through the Impact Ed evaluations. - Suspensions reduce to below 400 per year across all schools as well as a reduction amongst vulnerable groups (currently 42% PP). - PEX reductions 	July 2027	Trust Inclusion Team and School Leaders
4. Transition	<ul style="list-style-type: none"> - Boxall profile for all pupils who are considered vulnerable. - Data shared with secondary schools so that interventions can begin early in Year 7 - Data collection scheduled over the year to measure impact. - Systems in place for admitting pupils into school mid-year which support successful transition. Regular check ins for new pupils to mitigate issues which can arise - Transitions between phases (particularly where there is a change of setting) are carefully considered and discussed between school leaders through the lens of the Priority Pupils. 	<ul style="list-style-type: none"> - Interventions in place in all secondary schools by the end of September - Nurture Groups running in two more schools with tailored interventions. - Student voice for Year 7 demonstrates that the transition has been smooth 	July 2025	NW/ Trust Inclusion team and School Leaders, especially SENDCos
5. Language of aspiration	<ul style="list-style-type: none"> - CPD for all school leaders on the way that pupils are discussed through the Priority Pupil Network and through school leaders' meetings. - Use of the Trust inset day in February to focus on Priority Pupils 	<ul style="list-style-type: none"> - Staff will regularly use language of high expectations for all pupils. - All staff know the expectations of how we discuss pupils so that we are not making excuses 	July 2025	NW/ School Leaders





6. Engagement in wider opportunities	<ul style="list-style-type: none"> - Prioritise disadvantage pupils for all extra-curricular opportunities, including trips, visiting speakers, leadership opportunities and student voice. - Headteachers to ensure that this is a conscious decision for every opportunity and that it is tracked where possible. - Every school has a broad offer which is shared with all PL 	<ul style="list-style-type: none"> - Student voice will indicate that pupils have opportunities to take part in a range of activities. 	July 2027	NW/ School Leaders

Milestones:

Area of Focus	Year 1	Year 2	Year 3
1. Attendance	Trust attendance to be above 94%. All vulnerable groups above 90%. PA for all groups below 25%.	Trust attendance to be above 95%. All vulnerable groups above 90%. PA below 17% in all year groups.	Trust attendance to be above 95%. All vulnerable groups above 92%. PA for all groups below 20%. PA for whole Trust below 15%.
2. Raising Standards	Outcomes for our Priority Learners improve and are consistently better than similar pupils nationally. School visit notes reflect feedback relating to Priority Learners. This is shared at ET meetings.	LSP Trust mean outcomes exceed national in KS2, KS4 and 16-18 Published Headline Measures for disadvantaged. School leaders systematically discuss Priority Learners in all aspects of school improvement. Visit notes discussed and shared.	Disadvantaged outcomes for attainment and progress to be either be in line or above those of non-disadvantaged pupils nationally. Actions by school leaders are having an impact on outcomes for disadvantaged learners as shown through school visits, pupil progress meetings and data.





<p>3. Whole School Culture</p>	<p>PEX remains below national. Suspensions reduced to below 500 and remain below. Suspensions for EFSM/ SEND reduced to below 25%.</p>	<p>PEX reduced to below 6. Suspensions remain to below 500. Suspensions for EFSM/ SEND reduced to below 20%</p>	<p>Suspensions reduced to below 400. Suspensions for EFSM reduced to below 20%. 85% + of secondary pupils say that they enjoy school at least some of the time (currently 74%). 100% of primary pupils say that they enjoy school at least some of the time (currently 93%).</p>
<p>4. Transition</p>	<p>Boxall profile data shared for all vulnerable groups in Year 6. Nurture Hub in place in five schools. Mid-year transition systems in place for all incoming pupils.</p>	<p>Student voice for Year 7 in place and demonstrating that pupils are happy and safe (above 90%).</p>	<p>Boxall profiling is systematically used to measure students' perceptions of school and themselves and the data is used by school leaders to inform interventions.</p>
<p>5. Language of aspiration</p>	<p>Training for school leaders in place.</p>	<p>School visits and reviews observe that language is positive and appropriately ambitious for pupils</p>	<p>Impact Ed Surveys indicate that pupils have a greater sense of self-efficacy (currently 4.35 vs 4.70 out of 7) and psychological sense of school membership (currently 3.31 vs 3.43 out of 5)</p>
<p>6. Engagement in wider opportunities</p>	<p>All schools have this as part of their PP offer.</p>	<p>Student surveys indicate that more pupils are taking part in the wider offer: Currently Primary 2.53 and Secondary 3.11 agree.</p>	<p>Student surveys indicate that more pupils are taking part in the wider offer: Currently Primary 2.53 and Secondary 3.11 agree. This number to decrease to below 2 for primary and below 2.5 for secondary</p>

