

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 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

Detail	Data
School name	Chase Terrace Academy
Number of pupils in school	1218 (Y7- Y11 Oct 22 census)
Proportion (%) of pupil premium eligible pupils	20.9%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Ms N Mason
Pupil premium lead	Mrs R Cowley
Governor / Trustee lead	Mrs G Francis (PP Link Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£251,175
Recovery premium funding allocation this academic year	£71,484
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£322,659

Part A: Pupil premium strategy plan

Statement of intent

At Chase Terrace Academy our vision is that all pupils, irrespective of their background or the challenges they may face, are able to make good progress and achieve high attainment across the curriculum and are aided to develop the skills and attributes to make them successful adults, once they leave us. With this in mind, whilst creating our strategy, we have recognised the importance of considering the context of the school and the subsequent challenges made. Whilst creating our strategy we have ensured we use all relevant up to date literature, such as research conducted by the EEF and other recognised Literature (such as 'Closing the Reading Gap' by Alex Quigley and 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice' by DFE)

High quality first teaching is at the centre of our strategy and focuses on where our disadvantaged pupils require more support. As a school we believe quality first teaching and a strong, progressive, broad curriculum for all will raise the progress and attainment of all pupils, especially those in our key groups. In focussing on these areas we will be able to maintain the good progress of our non-disadvantaged pupils and narrow the gap of our disadvantaged pupils, paying particularly attention to our high prior attaining disadvantaged pupils. As part of this strategy we focus on high quality CPD for staff, high quality curriculum plan development across all subjects and adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Chase Terrace Academy will ensure that staff respond to challenges and individual needs of our pupils, based on robust assessment and not assumption. This will ensure that we are meeting the correct individual needs of our disadvantaged pupils, as we recognise each will present with varying challenges and needs. We will ensure the approaches we have chosen as part of our PP Strategy are able to complement each other and work alongside each other, as we are aware there will be some that overlap all aspects of our model.

We will also ensure that where we find pupils have been adversely affected by the Covid-19 pandemic, we are working to bridge this education gap through the utilisation of the National Tutoring Programme, or through specific intervention and involvement of parents/carers. The systems and processes we employ will be based on the needs of the school and individual pupils as we recognise this will not be a one size fits all challenge and approach. This approach will not just be tailored towards disadvantaged pupils but all pupils who have been most affected.

Challenges

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

Challenge number	Detail of challenge
1	The gap between progress of the pupil premium pupils and non-pupil premium pupils still remains large despite improvements in progress overall. (data from 2022 Year 11 cohort and data for 2022 Year 7 GL entry assessments)
2	Observations and aspirations questionnaires with pupils show that pupil premium pupils show lower aspirations for further and higher education. This is also evident from destinations data held.
3	Consistently high quality first teaching in all classrooms as this will ensure the gap is narrowed across all subjects and key groups.
4	Reading age of PP pupils compared to non-pp pupils is recorded and tracked
5	Awareness of staff of PP pupils and their individual needs to enable targeted in and out of class support.
6	Ensuring PP pupils engage with wider-curricular opportunities and experience culture capital as observations have shown that pupils are not always able to access equipment needed to attend and participate.
7	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. Since returning to school this academic year nearly 50% of my concern (safeguarding) concerns are around SEMH. Ensuring PP pupils who present with anxiety and mental health concerns have a robust pathway of engagement and support in place is key to pupils progressing.
8	Focus on monitoring and improving attendance and positive relationships with families so they are more able to support at home.

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
PP pupils' progress improves in all year groups.	Progress data for Y10 and Y11 shows a narrower/narrowing the gap alongside further improved outcomes for all. The difference between PP KS3 pupil's attainment compared to targets is comparable to non-PP pupils.

	<p>Curriculum plans and design considers the impact of COVID to ensure gaps in learning are identified and actions in place to address.</p> <p>Knowledge organiser home folders to be given out and used by all PP pupils.</p> <p>ACE programme identifies and works with key groups of underperforming PP pupils ensuring regular contact between member of SLT, pupil and parent.</p>
Destinations data of pupils shows an improvement and move towards higher and further education – linking to higher aspirations.	<p>A higher proportion of Y11 pupils achieve higher grades to enable them to access A level qualifications in the sixth form.</p> <p>A higher proportion of Y11 PP pupils stay on into sixth form and complete A level qualifications.</p> <p>A higher proportion of Y13 PP pupils take up places at University to study for Degree level qualifications.</p>
Pupils receive quality first teaching in all classrooms and this considers relevant and up to date effective classroom practice.	<p>QA process identifies that all pupils across the school are experiencing lessons that are enabling them to make good progress.</p> <p>Departmental action plans, Learning Evaluations and learning walks focus on the diet of education pupils are receiving in the classroom, through direct observation, book looks and pupil voice.</p>
Gap in reading age between PP pupils and non-PP pupils narrows/narrowing.	<p>Accelerated reader in Y7&8 shows improvements in reading ages from start to finish of defined groups of pupils.</p> <p>Bedrock trial to be widened to more pupils following impact analysis of first cohort.</p> <p>Reading ages of every pupil taken at the start and end of year shows an improvement.</p> <p>Staff using reading ages knowledge to prepare accessible material for lessons and provide challenge.</p>
Increased focus and awareness of PP pupils by all teachers and form tutors within school, with regular professional dialogues taking place with pupils, staff and parents.	<p>Know, Do, Review cycle embedded across the school community and becomes familiar language with staff, pupils and parents.</p> <p>High focus on Know, and Do for staff – linking to knowing their pupils and curriculum.</p> <p>Regular contact made home by staff.</p>

	<p>Clear lines of communication within school regarding PP pupils – use of PP passport on provision map for all PP pupils. CPD offered to staff on PP strategy, methods and pupils.</p> <p>Pupil premium a standard item in departmental and line management meetings.</p> <p>High engagement of PP parents at school events, such as, parents’ evenings.</p> <p>Positive PP parent questionnaire.</p>
<p>Pupil premium pupils to participate in a wide range of enrichment activities offered at Chase Terrace Academy.</p>	<p>Tracking of extracurricular sessions used to prioritise and direct PP pupils to engage.</p> <p>Raising achievement groups to focus on underperforming PP pupils.</p> <p>Breakfast club opened to all Y10&11 PP pupils and tracked.</p> <p>Visits and talks from inspirational people offered to PP pupils to build engagement.</p> <p>All clubs to be advertised and PP pupils will be advised directly on how to find this.</p> <p>Y11 PP underperforming pupils prioritised for after school intervention sessions and attendance tracked to ensure engagement.</p>
<p>Pupil premium pupils who present with anxiety and mental health concerns at Chase Terrace Academy show improvement and resilience in coping methods and strategies.</p>	<p>Mental health lead trained to put in place a robust mental health procedure and whole school policy and culture across the school.</p> <p>PP pupils know who to ask for support and guidance and referral processes.</p> <p>Mental health first aiders work with identified pupils in a set period of time and build their resilience.</p> <p>Pupils will be aware of their own signs and symptoms and how to ask for support.</p> <p>Fewer referrals being made on MyConcern for mental health concerns.</p> <p>Parents supported to find guidance to support their own children.</p> <p>Referral times shortened for outside agency access so pupils are supported quicker.</p> <p>Wellbeing ambassadors work with pupils and train other pupils in the role so profile of this system is raised across school.</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)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of senior leader to oversee PP strategy. Associate Leader Post created.	Successful schools ‘have clear, responsive leadership.’ DFE ‘Supporting the Attainment of disadvantaged pupils: articulating success and good practice’ EEF Implementation guide states that ‘school leaders play a central role in improving education practices through high-quality implementation’ by ‘defining both a vision for, and standards of, desirable implementation’.	1, 5
Appointment of whole school literacy co-ordinator	EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit – Oral language interventions - +6 months impact (Alex Quigley) Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 3, 4
Continuation and impact monitoring of accelerated reader, BedRock, and CPD in literacy topics across all departments.	EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit – Oral language interventions - +6 months impact (Alex Quigley) Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:	1, 3, 4

	Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	
Regular meetings with key staff to identify pupil needs, concerns and signpost interventions.	EEF Toolkit – Mentoring - +2 months impact GCSEPod purchase for all subjects for KS4	1, 5
CPD focus and JTMAT support from subject experts		1, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Covid recovery position	Regular curriculum review to ensure content is addressing gaps. Revision of assessment practice and ensuring that this is robust, and adaptive in the classroom.	1, 3, 5, 6
Use of STAR tests, alongside Accelerated Reader to identify and raise reading comprehension	EEF Project – AR. ‘The study found that Year 7 FST pupils who were offered Accelerated Reader made 5 months additional progress’, +5 months impact	1, 4
CPD time allocated to departments to work on curriculum mapping – identifying gaps from lockdowns and curriculum development and adaptation.	EEF Guide to Supporting School Planning ‘Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.’ The EEF's rapid evidence assessment on remote learning (April 2020) found that it was the components that define effective teaching, such as clear explanations and scaffolding, that should be our focus for planning	1, 2, 3, 5

	to re-establish and further improve teaching in the upcoming academic year.	
Peer tutoring programme (Sixth form reading mentors and subject ambassadors). Pupils will be assigned a younger pupil who has a reading age lower than their chronological age. The mentor will work with them at least twice weekly to support with their reading during tutor time.	EEF Toolkit – Reading comprehension - +6 months impact	1, 4
Numeracy co-ordinator to strategically plan and implement a numeracy strategy whole school working with departments and pupils to improve numeracy levels.	<p>EEF Improving mathematics in Key stages 2 & 3 - Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support. There is a large dip in mathematical attainment and attitudes towards maths as children move from primary school to secondary school. Primary and secondary schools should develop shared understandings of curriculum, teaching and learning.</p> <p>When pupils arrive in Year 7, quickly attain a good understanding of their strengths and weaknesses.</p> <p>Structured intervention support may be required for Year 7 pupils who are struggling to make progress.</p> <p>Support for adult numeracy – classes to help parents/carers to support their children at home.</p>	1, 3, 5
Senior leader directly responsible for improving outcomes for all pupils through new Teaching and Learning strategy – The Chase Terrace Way.	<p>Successful schools 'have clear, responsive leadership.' DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice'</p> <p>EEF Implementation guide states that 'school leaders play a central role in improving education practices</p>	1, 3, 5

	through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'	
To improve Pupil Premium engagement with home learning through the use of Knowledge Organisers. All PP pupils to be given knowledge organiser home learning files.	EEF Homework suggests Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area). Home learning linked to knowledge organisers will improve knowledge learning of content.	1, 2, 3, 5, 6
Raising Girls and Raising Boys Achievement for vulnerable pupils in Y10 and Y11	EEF – Suggests that sports participation, Aspiration interventions, Outdoor Adventure Learning, Collaborative learning, Arts participation have measurable impact. Increased profile of rewards and access to incentives.	1, 6
To improve the quality of feedback for the Disadvantaged cohort.	EEF Toolkit - Low attaining pupils tend to benefit more from explicit feedback than high attainers. Feedback can be effective during, immediately after and sometime after learning. Providing feedback is a well-evidenced and has a high impact on learning outcomes. - +5 months impact.	1, 3
Targeted in school tutoring for English (1 tutor)	EEF Toolkit – Small group tuition - +4 months impact DFE – School Led Tutoring Guidance - +4 months impact	1, 5
Targeted in school tutoring at KS3 for reading and engagement in English.	EEF Toolkit – Small group tuition - +4 months impact DFE – School Led Tutoring Guidance - +4 months impact EEF Toolkit – Reading comprehension - +6 months impact	1, 4, 5

Targeted period 6 catch up and revision for Y11	EEf Toolkit – extending the school day - +3 months impact	1, 5, 6

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased parental engagement through parents' evenings online, pastoral year teams, teaching staff, ACE program, raising pupil achievement group, use of show my homework and My Child At School App (Bromcom).	EEF Parental Engagement - +4 months impact	1, 2, 5
Embedding of House system and House competitions alongside extra-curricular engagement.	Research by 'A New Direction' shows the importance of cultural and arts opportunities to support wider learning of PP pupils. EEF – Arts Participation - +3 months impact EEF "think enrichment education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education."	6
CPD, T&L Briefings, Friday Briefings and Assemblies to develop a school culture to embed high expectations and standards for all. New PD programme implemented by DHT.	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning - +4 months impact.	1, 3, 5
Designated attendance officer to closely monitor all PP pupils'	DFE 2016 – found that the higher the overall absence rates across KS4 the lower the level of attainment when	1, 6

attendance, build relationships with families and implement strategies where needed.	finishing KS4. "Overall absence had a statistically negative link to attainment".	
To improve the behaviour of PP pupils through targeted support with pupil support team.	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning - +4 months impact.	1, 3, 5
Pupil Support Officer x 5. 1 for each year group who will know the pupil's backgrounds, barriers and families. The link between school and home to enable removal of barriers and success in learning. Additional Academy Progress Lead appointed to support pastoral team to focus on removing barriers to learning and focus on progress.	EEF Parental Engagement - +4 months impact. EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning - +4 months impact. DFE 2016 – found that the higher the overall absence rates across KS4 the lower the level of attainment when finishing KS4. "Overall absence had a statistically negative link to attainment". EEF - evidence states that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours	1, 2, 5, 6, 7
High quality CEIAG programme for PP pupils. PP pupils are prioritised for careers meetings and all PP pupils experience at least one high quality CEIAG activity in each key stage.	EEF – Suggests that sports participation, Aspiration interventions, Outdoor Adventure Learning, Collaborative learning, Arts participation have measurable impact	2
Appointment of a Designated Mental Health Lead to drive the whole school mental health and wellbeing agenda.	Successful schools 'have clear, responsive leadership.' DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice' EEF Implementation guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by	1, 2, 5, 7

	<p>‘defining both a vision for, and standards of, desirable implementation’</p> <p>EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of - +4 months impact</p> <p>EEF supporting Bounce Forward projects using cognitive behaviour therapy to improve pupil’s wellbeing, resilience and motivation. EEF state ‘a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils’ resilience and wellbeing could have a significant impact on academic achievement.’</p>	
VIP Education attendance worker to work alongside school-based attendance officer. JTMAT Attendance support.	DFE 2016 – found that the higher the overall absence rates across KS4 the lower the level of attainment when finishing KS4. “Overall absence had a statistically negative link to attainment”.	1, 6
Worth It Wellbeing Ambassador programme to offer a peer tutoring layer of mental health and wellbeing support to pupils and raise aspirations of the PP peer mentor wellbeing ambassadors.	EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of - +4 months impact <p>EEF supporting Bounce Forward projects using cognitive behaviour therapy to improve pupil’s wellbeing, resilience and motivation. EEF state ‘a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils’ resilience and wellbeing could have a significant impact on academic achievement.’</p>	2, 6, 7
PP Capitation – hardship fund to prevent PP pupils	EEF – Arts Participation - +2 months impact	1, 2, 3, 4, 5, 6, 7

<p>from being unable to access enrichment opportunities, have resources and equipment required for learning.</p> <p>Continuation of a system of requests through which departments can submit proposals for additional funding in order to benefit the teaching and learning of PP.</p>	<p>EEF – Sports Participation - +2 months impact.</p>	
---	---	--

Total budgeted cost: £322,659

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 2020 to 2021 academic year.

T&L & CPD

Introduction of the CTA WAY – included the KNOW, DO, REVIEW Cycle. This has led to a more consistent approach in lessons. There was a specific focus on the know part of the cycle and involved the introduction of the knowledge organisers for all topics across all subjects and knowledge tests being implemented as part of the assessment calendar. This is still an area we are continuing to develop and embed year on year. The Know part of the cycle remains a priority this year in terms of staff also knowing their pupils, the barriers to learning and knowing and adapting their curriculum and the ‘Do’ part of the cycle focuses on challenging and engaging implementation of the curriculum. CPD was carried out remotely for staff to implement this strategy and continues to be a focus.

Remote Learning – the school enabled all pupils to not only access on-line learning but also live video lessons with their subject teachers via teams following the school’s normal working day timetable. Pupils also received via teams meeting access to registration periods with their form tutors each morning to ensure they were accessing their pastoral elements. Training was provided to teachers and pupils on the use of remote learning technology. Parental feedback about our remote learning provision was extremely positive in the community.

Achievements of Pupils in The Pupil Premium Cohort at KS4

Targeted Support

Individual 1:1 sessions take place with pupils in Year 11 identified by the Maths and English teachers and subject leaders. Once year 11 pupils finished their education a group of year 10 pupils were identified to work with for the final half term of the year. Intervention is a blended approach to ensure pupils can access the full curriculum through both in class support and some short small group sessions, across all year groups. This will ensure pupils who start with us in year 7 with significant gaps receive intervention sooner rather than later. Tutors will only remove pupils from the respective maths and English lesson to work on the learning and tasks of that lesson to ensure pupils don’t fall further behind in their learning.

Whole School Strategies

Pupil support officers and the new pastoral hub is being developed to support pupils across the cohort.

Attendance of PP pupils is monitored by the attendance officer, with safe and well home visits ordered by school and completed by VIP education. This ensures that the school is fully aware of the situation of our vulnerable pupils and builds strong relationships with families to support.

Literacy Co-ordinator and learning resource assistant deliver reading initiatives and monitor accelerated reader access, which is delivered to all year 7 and 8 pupils.

Peer tutoring programme – year 10 pupils work with year 7 and 8 pupils to support reading. 6th Form pupils also have a programme of pupil leadership where they support pupils with reading.

Cultural Capital – PP pupils have access to leading university talks, bespoke aspirations and destinations visits and interactions with employers.

Assertive mentoring programme – Leaders in school meet pupils and their families to maintain good progress and further drive aspirations.

Laptop loans – some families have accessed support for devices at home and many have been gifted devices from local charities working with school.

Externally provided programmes

Programme	Provider
Wellbeing Ambassadors Training Programme	Worth It
Mentoring programme	Think for The Future

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Chase Terrace Academy has adopted the EEF Three-Tiered Approach model for working with our most disadvantaged pupils in school. The model covers three key elements and funding will be directed to cover barriers presented within these three areas.

- 1. High Quality Teaching* - using pupil premium spending to aid professional development of staff and ensure that effective teaching is happening in every classroom. This should be the top priority. CPD based around teaching and learning and pupil premium review findings to highlight the importance of strategies used in the classroom. Having a set of core non-negotiables in the classroom:
 - Pupil premium pupils highlighted on seating plans and teachers knowing their barriers (use of passports from provision map to aid this)
 - Teaching strategies tailored to meet the needs of individual pupils in the class.
 - Teachers to use reading ages for each group of pupils to ensure worksheets and texts appropriately match the pupils in front of them. All pupils will have reading ages tested at the start and end of the year – to link with whole school literacy strategy.
 - Teachers ensuring high quality first teaching is happening in all classrooms.
 - Use of knowledge organisers for all pupils and homework based around these. Knowledge testing and application testing used to determine the barrier for the pupils. Knowledge organiser homework folders for all Y7&8 pupils and all PP pupils in all other year groups.
- 2. Targeted Academic Support* - Positive impact is gained by this type of support when there is a link between what happens in the classroom and out of the classroom, research shows. Moving to a system where intervention tutors work with the Head of department to identify a core group of pupils to work with for a set period of time (possibly 1 half term up to 10 weeks max). Intervention tutor attends the pupils Maths/English lesson for first 15 minutes so the classroom teacher delivers content and then intervention tutor extracts pupil/group of pupils to complete one to one/small group work on the content, such as exam questions or other tasks planned in advance with the classroom teacher. Data is taken at the start of the intervention and at the end to measure progress. This group of pupils doesn't always need to be PP, some can be non-PP. There should be a focus on high prior attainers as well as lower prior attainers. Pupils chosen should be based on gap in progress. This should happen across all key stages to ensure that pupils don't reach year 11 significantly behind their peers. Pupils should only be removed from their Maths/English lessons where possible to ensure other examined subjects are not affected.
- 3. Wider strategies* - this refers to significant non-academic barriers affecting success in school. These can include behaviour, attendance and social and emotional support. Moving forward there will be a focus on two areas within school this academic year – mental health and wellbeing and outside school opportunities.

Many of the approaches we are undertaking overlap these three areas. We will re-evaluate and address these areas each year, whilst considering our school priorities and how they are changing.