

Pupil premium strategy statement – Ingfield Manor School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Ingfield Manor School
Proportion (%) of pupil premium eligible pupils	27.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	Jan 2025
Date on which it will be reviewed	September 2025
Statement authorised by	James Winchester, Principal
Pupil premium lead	Clare Mordue and Heather Timson
Trustee lead	Claire Imber

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,560.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£30,560.00

Part A: Pupil premium strategy plan

Statement of intent

At Ingfield Manor, we make every effort to ensure that disadvantaged students receive outstanding support and believe that our core business is to ensure all our students reach their full potential. Our aim is to use our pupil premium funding to help us achieve and sustain positive outcomes for all our disadvantaged pupils. Whilst socio-economic disadvantage is not generally the primary challenge our students face, we recognise that it can have an impact in terms of:

- Academic achievement
- Access to appropriate equipment to support physical progress
- Access to technology to enable students to express their wants and needs, as well as demonstrate their achievements
- Self-esteem
- Social opportunities

At the heart of our approach is high-quality, specialist teaching focussed on supporting children and young people with special educational needs and disabilities, including motor-neurological impairment, make meaningful progress by accessing a relevant, broad, balanced curriculum through a multi-sensory approach.

Although our strategy is focused on the needs of our disadvantaged students, it will benefit all students in our school where funding is spent on whole-school approaches, such as high-quality teaching.

Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independence and social skills and continue to ensure a 'whole-person' approach to each individual's holistic development.

- Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to continue to make progress and prepare for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Ensure high quality teaching and learning is consistent across the school.
2	Many of our disadvantaged students require specialist support with their sensory needs, which can include visual and hearing impairment, as well as difficulties in processing sensory information, which can result in barriers to learning and academic attainment.

3	Our assessments, observations and discussions with students and their families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils are impacted when their physiological and psychological needs are not being met.
4	Conversations with students and parents, as well as observations, show that the self-esteem of our disadvantaged students is very fragile as they are not only coping with socio-economic factors but also physical disability and differences to their siblings/family members.
5	Our assessments, observations and discussions with students show that our disadvantaged students generally have challenges around communicating and expressing their needs, including non-verbal, limited language and social interaction difficulties.
6	Through observations and conversations with students and their families, we find that disadvantaged students generally have fewer opportunities to access social and/or cultural events.
7	Our assessments, observations and conversations with students indicate that disadvantaged students often require additional support to develop personal and independence skills.
8	We use an ipsative approach to assessment, with Education, Health and Care Plan outcomes being used to track progress for most of our students, since the removal of levels of learning. This makes it difficult to monitor the progress of our disadvantaged students and compare with our non-disadvantaged students.

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
High quality teachers and support staff who know how to support our socially and economically disadvantaged, to fulfil their potential.	Through achievement of improved performance, as demonstrated through analysis of students' progress towards their termly objectives assessments at the end of our strategy.
Ability to effortlessly record, share and analyse achievements to track trends and put in place interventions as necessary.	A robust system in place to enable the quick and easy capture, recording, assessment and reporting of students' progress,
Removal of barriers to learning caused by sensory needs, as well as to improve focus and attention for disadvantaged students across all subjects.	Through achievement of improved performance, as demonstrated through analysis of students' progress towards their termly objectives assessments at the end of our strategy.
To ensure students' basic comfort through active movement and changes of position and place, as well as the provision of adequate nutrition and hydration.	Through observations of engagement in learning, as well as feedback from students and parents at annual reviews and parent: teacher meetings. Through the analysis of health logs and feedback from medical professionals.

For all students to feel safe, happy and resilient.	Feedback from student and parent questionnaires, as well as parental and student contributions at annual reviews.
Students can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Achievement of termly objectives, which are based on their EHCP outcomes. Students have an effective and appropriate method of communication, which they use to share their thoughts and views.
Disadvantaged students are actively involved in choosing and accessing a range of cultural and social activities.	Students are involved in a wide variety of activities within school and the local environment which adds to their cultural capital.
For all students to be actively involved in all aspects of their life: making choices, problem solving, building resilience as well as taking an active role in their care and develop their independence skills.	Through observations, parental and student feedback, achievement of independence and functional skills objectives.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3620.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics – Training Songs of Sounds	<ol style="list-style-type: none"> 1. Effectiveness of Phonics: <ul style="list-style-type: none"> ○ Systematic phonics instruction has been shown to significantly improve reading skills, particularly for struggling readers and those from disadvantaged backgrounds (National Reading Panel, 2000). 2. Impact on Disadvantaged Pupils: <ul style="list-style-type: none"> ○ A study by Torgerson et al. (2006) found that phonics-based interventions led to greater improvements in reading for disadvantaged pupils compared to those receiving non-phonics instruction. 	1,2,5

	<p>3. Long-Term Benefits:</p> <ul style="list-style-type: none"> ○ Research indicates that early phonics instruction can lead to long-term gains in reading proficiency, which is crucial for academic success (Johnston & Watson, 2005). <p>4. Teacher Training:</p> <ul style="list-style-type: none"> ○ Effective implementation of phonics programmes requires well-trained staff. Studies show that professional development in phonics instruction leads to improved teaching practises and better pupil outcomes (Graham et al., 2018). 	
<p>Assessment, Feedback and Engagement with families – Earwig/Evidence for Learning</p>	<p>Improved Assessment Accuracy and Efficiency:</p> <ul style="list-style-type: none"> ● According to the Education Endowment Foundation (EEF), technology can enhance the accuracy of assessments and the speed with which assessment information is collected. This can inform teachers’ decision-making and reduce workload, allowing for more focused interventions tailored to individual pupils' needs (EEF - Using Digital Technology to Improve Learning). <p>Feedback Mechanisms:</p> <ul style="list-style-type: none"> ● The EEF highlights that technology can facilitate timely feedback to pupils. Effective feedback is crucial for learning, and online systems can provide immediate responses to pupils, enabling them to act on feedback more quickly. This aligns with the recommendation that feedback via technology should supplement other forms of feedback to maximise its effectiveness (EEF - Using Digital Technology to Improve Learning). <p>Holistic Understanding of Pupils:</p> <ul style="list-style-type: none"> ● Building an ongoing, holistic understanding of pupils' needs is essential. 	<p>1,8</p>

	<p>Online assessment tools can provide regular and purposeful assessments, integrating input from parents, carers, and specialists. This aligns with the EEF's recommendation to use a graduated approach of 'assess, plan, do, review' (EEF - Special Educational Needs in Mainstream Schools).</p>	
<p>Maths for Life Subscription</p>	<p>Targeted Support for Mathematics:</p> <ul style="list-style-type: none"> The Education Endowment Foundation (EEF) emphasizes the importance of targeted support in mathematics, particularly for disadvantaged pupils. High-quality resources like Maths for Life can provide structured and engaging content that addresses specific learning gaps, making it easier for pupils to grasp foundational concepts (EEF - Improving Mathematics in Key Stage 2 and 3). <p>Engagement and Motivation:</p> <ul style="list-style-type: none"> Online platforms such as Maths for Life often incorporate interactive elements and gamified learning experiences, which can significantly enhance pupil engagement. The EEF notes that engaging learning environments can lead to improved motivation and a positive attitude towards mathematics, which is crucial for long-term success (EEF - Using Digital Technology to Improve Learning). <p>Personalized Learning:</p> <ul style="list-style-type: none"> Maths for Life allows for personalised learning pathways, enabling pupils to progress at their own pace. This aligns with the EEF's recommendation to use assessment to build upon pupils' existing knowledge and understanding. Tailoring the learning experience to individual needs can help close the attainment gap for 	<p>1,8</p>

	<p>disadvantaged pupils (EEF - Improving Mathematics in Key Stage 2 and 3).</p> <p>Evidence-Based Approach:</p> <ul style="list-style-type: none">• The EEF advocates for using evidence-based approaches in teaching. Resources like Maths for Life are often developed based on research and best practices in mathematics education. Implementing such resources can support the school's commitment to high-quality teaching and learning (EEF - Using Pupil Premium: Guidance for School Leaders). <p>Support for Independent Learning:</p> <ul style="list-style-type: none">• A subscription to Maths for Life can promote independent learning, allowing pupils to practice outside of school hours. The EEF highlights the importance of developing pupils' independence and motivation in mathematics, which can lead to better outcomes (EEF - Improving Mathematics in Key Stage 2 and 3). <p>Supplementing Classroom Instruction:</p> <ul style="list-style-type: none">• The EEF recommends that any online resource should supplement high-quality classroom teaching. Maths for Life can be used to reinforce concepts taught in class, providing additional practice and support for pupils who may struggle with traditional methods (EEF - Using Pupil Premium: Guidance for School Leaders)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 5274.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>BKSB – student progress</i></p>	<p>Personalised Learning:</p> <ul style="list-style-type: none"> BKSB software provides tailored learning experiences that adapt to individual pupil needs. The Education Endowment Foundation (EEF) emphasizes the importance of personalized learning pathways, particularly for disadvantaged pupils who may require additional support to achieve their potential (EEF - Using Pupil Premium: Guidance for School Leaders). <p>Diagnostic Assessment:</p> <ul style="list-style-type: none"> The software includes diagnostic assessment tools that help identify specific areas where pupils need support. This aligns with the EEF's recommendation that effective identification of pupil needs is crucial for implementing targeted interventions (EEF - Using Pupil Premium: Guidance for School Leaders). By diagnosing gaps in knowledge, teachers can tailor their instruction to meet the needs of each pupil. <p>Engagement and Motivation:</p> <ul style="list-style-type: none"> BKSB incorporates interactive elements that can enhance pupil engagement. The EEF notes that engaging learning environments can lead to improved motivation, which is particularly important for disadvantaged pupils who may struggle with traditional learning methods (EEF - Using Digital Technology to Improve Learning). <p>Support for Literacy and Numeracy:</p>	<p>1,2,7</p>

	<ul style="list-style-type: none"> • The software focuses on improving literacy and numeracy skills, which are foundational for academic success. Given that disadvantaged pupils often face challenges in these areas, investing in resources that specifically target these skills can help close the attainment gap (EEF - Improving Literacy in Key Stage 1). 	
<p><i>Switches - supporting communication</i></p>	<p>Increased Engagement and Motivation: ICT tools and resources can be highly engaging for students, leading to increased motivation and interest in learning. Interactive multimedia, educational apps, and online platforms can capture students' attention and make learning more enjoyable (Higgins et al., 2012).</p> <p>Personalised Learning: ICT allows for personalised learning experiences tailored to individual student needs. Adaptive learning software and online platforms can provide targeted instruction, adapt to students' progress, and offer immediate feedback, promoting personalized learning pathways (BECTA, 2010).</p> <p>Enhanced Collaboration and Communication: ICT provides opportunities for students to collaborate and communicate with their peers and teachers beyond the physical classroom. Online discussion forums, video conferencing tools, and collaborative platforms enable students to work together, share ideas, and receive feedback (Hew & Brush, 2007).</p> <p>Access to Rich Educational Resources: ICT provides access to a wide range of educational resources, including digital textbooks, interactive simulations, and multimedia content. These resources can support and enrich teaching, enabling students to explore concepts in more depth and engage with diverse learning materials (Cuban, 2001).</p> <p>Improved Digital Literacy and Future Readiness: In an increasingly digital world, developing digital literacy skills is crucial for students' future success. Access to ICT allows</p>	<p>2,5,7</p>

	<p>students to acquire digital skills, such as information literacy, critical thinking, and digital citizenship, which are essential for their academic and professional lives (Bennett et al., 2008).</p> <p>Bridging the Digital Divide: Disadvantaged students may face a "digital divide" due to limited access to technology outside of school. By providing access to ICT through Pupil Premium funds, schools can help bridge this divide, ensuring that all students have equal opportunities to develop digital skills and benefit from digital learning resources (Ofcom, 2020).</p>	
<p><i>Clicker Software</i></p>	<p>Support for Literacy Development:</p> <ul style="list-style-type: none"> Clicker is designed to aid literacy development, providing tools for writing, reading, and vocabulary enhancement. The Education Endowment Foundation (EEF) emphasizes that effective literacy interventions can significantly improve outcomes for disadvantaged pupils, particularly those who struggle with writing and reading skills (EEF - Improving Literacy in Key Stage 1). <p>Personalised Learning:</p> <ul style="list-style-type: none"> The software allows for personalized learning experiences, enabling pupils to work at their own pace and level. This aligns with the EEF's recommendation to tailor interventions to meet the specific needs of pupils, which is crucial for disadvantaged learners who may require additional support (EEF - Using Pupil Premium: Guidance for School Leaders). <p>Engagement and Motivation:</p> <ul style="list-style-type: none"> Clicker incorporates interactive and engaging elements that can motivate pupils to participate in learning activities. The EEF notes that technology can enhance pupil engagement, which is particularly beneficial for disadvantaged pupils who may otherwise disengage from traditional 	<p>2,5,7</p>

	learning methods (EEF - Using Digital Technology to Improve Learning).	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14966.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Makaton Training – Level 1</i>	<p>Supporting Communication Needs</p> <p>Makaton as a Communication Tool: Makaton is a language programme that uses signs and symbols to help individuals communicate. It is particularly beneficial for pupils with SLCN, as it provides a visual and physical means of expressing thoughts and needs.</p> <p>Research Evidence: Studies indicate that using sign language systems like Makaton can significantly improve communication skills in children with SLCN. For instance, the EEF’s guidance on supporting children with SLCN highlights the importance of tailored communication strategies to enhance learning outcomes (EEF, 2023).</p> <p>Enhancing Teaching Quality</p> <p>Professional Development: Training staff in Makaton can enhance the overall quality of teaching and learning. High-quality teaching is a key focus of the pupil premium strategy, as it directly impacts pupil outcomes (DfE, 2024).</p> <p>Evidence of Impact: The EEF’s Teaching and Learning Toolkit suggests that effective professional development can lead to improved teaching practises and, consequently, better pupil engagement and achievement. Investing in Makaton training aligns with this evidence by equipping staff with essential skills to support diverse communication needs.</p>	1,2,5

	<p>Fostering Inclusion</p> <p>Inclusive Practises: Implementing Makaton training promotes an inclusive school environment where all pupils, regardless of their communication abilities, can participate fully in learning activities. This aligns with your school’s vision of valuing every pupil for who they are.</p> <p>Positive Relationships: A trauma-informed approach to behaviour and relationships, as outlined in your school improvement priorities, can be supported by effective communication strategies. Makaton can help build trust and understanding between staff and pupils, fostering positive interactions (DfE, 2023).</p>	
<p>ELSA – use of ELSA to support students across the school</p>	<p>Social and emotional learning (SEL) is about teaching ‘skills for life’, utilised far beyond the classroom. It is often associated with later life outcomes, several extending into adulthood, such as success in the labour market and especially later mental health difficulties. There is straightforward evidence showing that SEL can be effective, with a strong body of evidence showing positive effects following the implementation of an intervention.</p>	<p>2</p>
<p>Mind Express (Communication software)</p>	<p>Supporting Communication Needs</p> <p>Mind Express Overview: Mind Express is a software tool that enables users to communicate through symbols, text, and voice output. It is particularly effective for pupils with SLCN, helping them express their thoughts and needs more effectively.</p> <p>Research Evidence: Studies have shown that assistive communication technologies can significantly enhance the communication abilities of pupils with SLCN. The use of such tools is supported by the Education Endowment Foundation (EEF), which emphasizes the importance of targeted interventions for pupils with specific needs (EEF, 2023).</p>	

	<p>Enhancing Engagement and Learning Outcomes</p> <p>Increased Engagement: Communication software like Mind Express can lead to increased engagement among pupils by providing them with a means to participate actively in classroom discussions and activities. This aligns with the EEF’s findings that suggest technology can enhance learning when used effectively (EEF, 2023).</p> <p>Improved Academic Performance: By facilitating better communication, Mind Express can help pupils articulate their understanding and thoughts, which can lead to improved academic performance. The EEF’s Teaching and Learning Toolkit highlights that effective communication strategies can positively impact pupil outcomes (EEF, 2023).</p> <p>Fostering Inclusion and Independence</p> <p>Promoting Inclusion: Using Mind Express can foster an inclusive learning environment where all pupils, regardless of their communication abilities, can participate fully. This aligns with your school’s vision of valuing every pupil for who they are and ensuring equal access to learning opportunities.</p> <p>Encouraging Independence: The software can empower pupils to communicate independently, which is crucial for their social and emotional development. This independence can lead to increased confidence and self-esteem, further supporting their overall development (DfE, 2024).</p>	
Increased counselling for students	<p>Supports the mental wellbeing of our students and targeted intervention and signposting to this service has seen a positive impact on the mental health of our students.</p> <p>Reduction in behaviour incidents for these students.</p> <p>EEF – when adopting intervention important to consider high quality delivery</p>	4,5,7

	and consistency across the school. – this is why we buy in this service	
Enrichment/Cultural Experiences – used to complement the curriculum	<p>This decision is supported by evidence and aligns with the Department for Education's guidance on effective use of Pupil Premium funding.</p> <ol style="list-style-type: none"> 1. Alignment with DfE Guidance: The "Using Pupil Premium: Guidance for School Leaders" document (February 2024) explicitly supports this approach under the "Wider strategies" tier of the menu of approaches. It states: "Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips" are valid uses of Pupil Premium funding. 2. Cultural Capital: The Ofsted Education Inspection Framework emphasises the importance of developing pupils' cultural capital. The research review series on English (Ofsted, 2022) states: "Cultural capital has an impact on children's access to education. We define cultural capital as 'the essential knowledge that children need to prepare them for their future success' or 'essential knowledge that children need to be educated citizens'." 3. Broadening Horizons: Research suggests that exposure to a wide range of cultural experiences can broaden pupils' horizons and aspirations. The Ofsted Research Review Series: English notes: "It is, arguably, important for the curriculum to introduce pupils to texts that broaden their horizons, as well as enabling them to experience the novelty and beauty of rich language." 4. Addressing Educational Inequity: Providing cultural experiences can help address educational inequity. As noted in the Ofsted Research Review Series: English, "According to Applebee, a focus 	6

	<p>on relevance has led to curriculum inequity, where only advantaged pupils get the chance to read texts that are distanced from their reality."</p> <ol style="list-style-type: none"> 5. Supporting Curriculum Engagement: Cultural experiences can enhance engagement with the curriculum. The Ofsted Research Review Series: PE states: "Providing all pupils with access to a range of extra-curricular opportunities that punctuate the school day, week and year, in conjunction with a carefully selected and sequenced PE curriculum, can put PE, school sport and physical activity at the heart of the school community." 6. Developing Social and Cultural Awareness: Exposure to diverse cultural experiences can help develop pupils' social and cultural awareness, which is crucial for their future success in a diverse society. 7. Supporting Language Development: Cultural experiences can provide rich contexts for language development, particularly beneficial for disadvantaged pupils who may have limited exposure to diverse vocabulary at home. 8. Enhancing Motivation and Engagement: Varied cultural experiences can increase pupil motivation and engagement with learning, potentially leading to improved academic outcomes. 	
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Total budgeted cost: £ 23860.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Project	Objective	Impact
PRICE CPD	CPD for all staff to support student in college in their own regulation around behaviour of concerns.	<p>The strategic allocation of Pupil Premium funding towards Continuing Professional Development (CPD)</p> <ol style="list-style-type: none"> 1. A More Skilled Workforce: Our staff now demonstrate an enhanced ability to respond appropriately to students' needs, particularly those who have experienced trauma. This aligns with the Department for Education's emphasis on the importance of high-quality CPD in improving educational outcomes [1]. 2. Improved Reflective Practise: Staff members have developed a more nuanced understanding of behaviour, including the ability to look at the functions behind students' actions. 3. Increased Staff Confidence: There is a notable increase in staff confidence when supporting students who are dysregulated. This confidence is crucial in creating a supportive learning environment, particularly for vulnerable students.
ELSA	Social and emotional learning (SEL) is about teaching 'skills for life', utilised far beyond the classroom. It is often associated with later life outcomes, several extending into adulthood, such as success in the labour market and especially later mental health	<p>Creating a safe place for students to express themselves, learn coping strategies and to receive the support that the students need to thrive with their well-being and academically.</p> <p>Individual support.</p>

	<p>difficulties. There is straightforward evidence showing that SEL can be effective, with a strong body of evidence showing positive effects following the implementation of an intervention</p>	<p>Emotional Regulation.</p> <p>Improving Social Skills.</p> <p>Enhanced Self-Esteem.</p> <p>Case 1:</p> <p>Y in year 8 with ASD was referred by Class Teacher for his friendship and social skill/understanding challenges. Y usually is quiet in class, does not really engage in lessons and finds it difficult to interact with his peers. At break time, Y normally sits on the bench by himself and watched his friends playing, the young person also really struggles with communication with friends, he is also easily gets upset even when his friends give everyday requests such as “can you stop opening and closing the door”, “hey bro”, or a friend accidentally touches him at playtime.</p> <p>Y had his first session in the start of February 2024, we explored through understanding types of relationships. Focused on friendships, scenarios that Y could do if something happens, scaffolding ways to interact with friends step-by-step at break and roleplaying to practice communication skills. We also worked on self-esteem and friendship qualities.</p> <p>Following up at break, lunch, and free time. Little reminders to support Y to cope with situations and when dysregulated.</p> <p>Since Y’s 5th session, ELSA has heard and noticed many positives (feedback from year 8 staff) about the positive impacts. Y started playing football and being involved in activities with his friends in class/forest school. Y has been engaged more in the lessons, getting more confident to raise his hand to answer questions and more</p>
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		<p>empathetically understanding why things happen during school days.</p> <p>Case 2:</p> <p>X in year 8 was referred to ELSA from class teacher and parents about recognising and expressing his physical feelings (hungry, hurt, ...) and emotions.</p> <p>In our first couple of sessions, we explored about emotions, we did a body scan which we did stop-focus-feel to track how our body physically feel when we experience those emotions to get used to expressing feelings. Following up, we explored many interesting ways to communicate our emotions to the trusted adult such as (zone of regulations at school, blob tree, sonic moods at home,...) and we created a 6 characters to represent sad, angry, hungry, happy, hurt,.. to use at home (parents informed).</p> <p>After 6 sessions, I noticed that at school, X communicates more about his feelings, open to adults more with his morning check-in and during school days. At home, I got positive feedback from X Mum that X talked about his worries before he went to a new place with Mum at the weekend. We have made wonderful progress with X and I as an ELSA am really proud at what we've done so far.</p>
Counselling for students	To improve the self-esteem and support students' mental health during periods of crisis	<p>The service operated on a fortnightly basis, focusing on supporting students' emotional well-being, particularly those identified as disadvantaged and eligible for Pupil Premium (PP). The counselling was outsourced to Lynsey Waterhouse who is a Psychotherapist from Changeworks.</p> <p>Key Details</p>

		<p>Total Students Engaged: 10 students</p> <p>Students Identified as Pupil Premium: 6 out of 10 students (60%)</p> <p>High Engagement: 2 students required continued counselling all year due to their positive engagement with the service along with acknowledged continuing needs.</p> <p>Engaging with the counselling service is crucial for staff at Ingfield Manor School, as it fosters a collaborative approach to supporting pupils' emotional well-being, enhances the overall school culture, and ensures that all students, particularly those facing challenges, receive the comprehensive care they need to thrive both academically and personally. Furthermore, it is essential for staff to inform the counsellor about any relevant observations or concerns regarding pupils, as this communication is vital for providing effective support tailored to each pupil's unique needs.</p> <p>The counsellor actively communicated with many parents, offering additional support and resources. This collaboration is crucial in reinforcing the strategies discussed in counselling sessions and ensuring a holistic approach to student well-being</p>
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