

Effective use of our Pupil Premium budget to support children eligible for free school meals

Review of 2016/17 spend and impact

Wren's Nest received £353,760 pupil premium funding in 2016/17 to support a priority to raise standards of achievement for children who receive free school meals.

We have always focused on meeting the needs of all of our children as individuals and it is central to our ethos. Children who are eligible for free school meals (FSM) form the majority of our school population with 65% of our children being eligible for the pupil premium in 2016/17.

The school has a top priority to close the gap and diminish the difference between:
a) the attainment and achievement of these children and that of *all children* nationally and
b) between our children eligible for the pupil premium and those *not eligible* nationally.

We have used the Pupil Premium in a variety of ways to support this priority and remove the barriers to learning that many of our disadvantaged children face. Our management and effective use of the Pupil Premium was recognised in our OFSTED inspection (2012) and the report stated, ***"The school is outstandingly successful at narrowing the gap in attainment between the least able pupils and the rest. There are many examples of pupils supported by pupil premium funding making exceptional progress."*** In the Section 8 inspection in November 2017 the H.M.I. recognised "examples of effective work to support vulnerable pupils." He also recognised that ***"the most able pupils, including those who are disadvantaged, have done well in reading, writing and mathematics at Wren's Nest Primary School."***

We have used information from the Education Endowment Toolkit to help us identify strategies that have been shown to have maximum impact, with four key strategies being:

- ✓ Creating additional small booster sets for Literacy and Numeracy (reducing class size)
- ✓ Early Years Intervention
- ✓ Small group tuition for targeted children
- ✓ Behaviour interventions and mentor support for vulnerable children

Providing quality first teaching to smaller classes/groups of children and meeting individual needs are central to the Wren's Nest Pupil Premium strategy.

Using the approach suggested by Sir John Dunford (at our North Dudley Learning Partnership conference) we have identified barriers to learning, key desired outcomes and success criteria against which to measure our impact.

No child is the same as another and all families are individual and at Wren's Nest we do not generalise or stereotype, however the barriers to learning for some of our children include:

- Low self-esteem and a lack of belief and confidence in themselves
- Low aspiration and low expectation
- Narrow life experiences
- Inter-generational unemployment within the family
- Poor school experiences for parents resulting in parents feeling unable to support children's education at home

We have identified key desired outcomes and success criteria. These desired outcomes have been a priority for a number of years, as influencing and changing aspiration and values takes time and persistent determination. We are proud to show significant improvements towards our success criteria:

Summary of impact against the desired outcomes:

Desired Outcome	Success Criteria																																											
Improving attainment of Pupil Premium children	<ul style="list-style-type: none"> ✓ Children eligible for the pupil premium attain at least as well other children (reducing the in-school gap). ✓ Children eligible for the pupil premium close the gap between their attainment and the national attainment percentage for those children NOT receiving the pupil premium. 																																											
	<p>There is no gap in attainment at the end of Reception between our disadvantaged and more privileged children - 42% of our disadvantaged children achieved a good level of development despite entering Nursery with exceptionally low levels of attainment.</p>																																											
	<table border="1"> <thead> <tr> <th>% GLD</th> <th>Pupil Premium</th> <th>Non PP</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>42%</td> <td>41%</td> <td>+1%</td> </tr> </tbody> </table>	% GLD	Pupil Premium	Non PP	Difference	2017	42%	41%	+1%																																			
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	<p>The impact of the Phonics programme has supported our most disadvantaged children to be successful – 84% of Pupil Premium passed the phonics test at the end of Year 1:</p>																																											
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<p>Pupil Premium budget is used to support the one-to-one interventions for disadvantaged children.</p>																																												
<p>At the end of Y2 56% of the children (vs 47% in 2016) were ready to start Language & Literacy as fluent readers. Of these, 44% (vs 39% in 2016) of the Pupil Premium cohort were part of this group (17/39 PP). In 2015 only 34% of the Pupil Premium cohort were ready to start Language and Literacy in September.</p>																																												
<p>Profile of children entering Y3 2015, 2016 and 2017:</p>																																												
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<p>2015 Data</p> <p>There has been a reduction in the gap between our PP children and non PP children nationally who achieved L4 across all subjects <i>closing the gap and achieving more than our Non PP children in 2015 (+5%) in 2015 vs a 19% gap in 2014.</i></p>																																												
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<p>In 2014/15 the % of Wren’s Nest PP children achieving Maths Level 4+ exceeded National ALL children and the percentage of non-PP children achieving Level 4+.</p>																																												

In the last two years the standards required to reach the new “Expected” standard were raised. This presented significant challenge to all our children as they work to catch up and close the gap from low baseline starting points.

All outcomes for Pupil Premium children improved vs results in 2016 – both for attainment and progress.

2017 Results	% Exp +	% GDS	Scaled Score	Progress
Reading				
All at Wren’s Nest	59%	15%	101.1	-1.01
Pupil Premium	52%	14%	100.9	-1.57
Other Children	83%	8%	101.9	
Writing				
All at Wren’s Nest	50%	11%	x	-1.90
Pupil Premium	50%	14%	X	-1.61
Other Children	50%	0%	X	
Maths				
All at Wren’s Nest	48%	16%	99.5	-2.33
Pupil Premium	50%	20%	100.2	-1.89
Other Children	42%	0%	97.0	

2016 Results	% Exp +	% GDS	Scaled Score	Progress
Reading				
All at Wren’s Nest	44%	9%	97.6	-3.05
Pupil Premium	43%	6%	96.9	-3.50
Writing				
All at Wren’s Nest	49%	9%	X	-2.05
Pupil Premium	47%	8%	X	-2.08
Maths				
All at Wren’s Nest	46%	9%	98.9	-2.37
Pupil Premium	43%	8%	98.6	-2.44

Improving behaviour

- ✓ All children are supported so that they are able to have a positive attitude towards learning and they do not disrupt their learning or that of others.
- ✓ Tracking shows the positive impact of learning mentor and behaviour support.
- ✓ Case studies provide evidence of support to meet children’s individual needs and overcome barriers to learning.

919 behaviour award books were given to children in 2016/17 for outstanding behaviour and attitude (up from 783 in 2015/16). To be eligible children have to have none, or one small blip, on tracking for whole of term.

The school is effective in working with multi-agency partners, including Health, Social Care, Education Psychology and Speech to make a difference to children and improve outcomes for the children (Case studies)

In Y6, In 2016/17, the learning mentors supported 20 children in Y6 who were eligible for the Pupil Premium. Support varied and included intensive individual work to support a

child at high risk of exclusion, supporting children with target sheets and behaviour plans and running a vulnerable girls group to manage the transition both to high school and to help meet their needs and remove barriers to learning. The children all made a successful transition to high school and the children had overcome individual personal barriers.

	% reaching Expected	% GDS	Progress
Maths	65%	20%	-0.48
SPAG	75%	30%	-
Reading	60%	20%	-0.41

Improving attendance

- ✓ Children eligible for the pupil premium attend school at least as well other children (no in-school gap).
- ✓ Children eligible for the pupil premium close the gap between their attendance and the national attendance percentage for all children.
- ✓ There are significantly less Pupil Premium children who are Persistent Absentees at Wren’s Nest than the percentage nationally.

Pupil premium children have good rates of attendance – 96.1% for the academic year 2016/17 vs 94.2% for PP children nationally (2015/16 statistics), and 96.0% for ALL children nationally.

The attendance of PP children at Wren's Nest is above that of PP children nationally and has been over the last 3 years.

Persistent Absence: In 2016/17, 6.0% of our school pupil premium cohort (9 girls, 8 boys) were below 90% attendance vs 8.4% nationally for “All” children and 17.6% of Pupil Premium children nationally.

120 – 130 children attend a free Early Birds breakfast club each day, starting the day at 8:20am, enjoying a social occasion with bagels, fruit juice, yoghurt and milk. This club encourages children to be in school, on time and with food in their tummies ready to start learning. Registers show that generally, at least 75% of these children attending Early Birds are eligible for the Pupil Premium. Our Section 8 inspection report recognised that “punctuality and attendance have been helped to a large extent by the Early Birds provision”. The HMI said it was “well-supervised and gives pupils a good start to the day ahead.”

Extending opportunities

- ✓ Children have many opportunities throughout their education at Wren's Nest to widen their life experiences.
- ✓ We aim for all children to undertake at least 6 visits/experiences outside school per year.
- ✓ We offer a wide range of after school clubs which are free of charge.

131 children who are eligible for the pupil premium took part in clubs during the Summer term 2017. 143 children are participating in clubs this term (Autumn 2017).

There were 62 whole class trips organised last year (2016/17) and a total of 104 visits or activities for which a risk assessment was completed (including sports matches, local visits, competitions). All children are asked to contribute £10 towards the cost of all of the visits for the whole of the year. No child is penalised or left out.

<p>Parents more able to support children's education</p> <p>Parents supported to develop skills and gain employment</p>	<ul style="list-style-type: none"> ✓ Close partnership with adults supports parents to be informed and connected with their children's education. ✓ A comprehensive and flourishing adult education programme delivered in school supports parents to further their own education. ✓ Each year we strive to increase the number of parents that engage in programmes and courses (currently around 70 parents). ✓ A weekly Job Club supports parents to gain employment and we aim to help at least 15 parents gain employment each year. <p>Our Adult Education work was highlighted as an "excellent example" by HMI in a good practice example published in June 2014 "Working with families in highly disadvantaged neighbourhoods: Dudley Borough Council". The report is attached as Appendix A.</p> <p>HMI (Section 8 inspection November 2016) recognised "The school's work to support families is a notable and significant strength."</p> <p>72 parents/members of the community attended some form of adult education in 2016/17. 29 parents have attended a Triple P parenting course.</p> <p>37 parents attended literacy and/or numeracy courses and have gained 20 qualifications between them. A great example of empowering parents is the example of a parent who started out and took English Functional Skills with us, then went on to do GCSE English with Dudley College and with support and encouragement has now enrolled on an access to higher education course.</p> <p>We have 4 other parents who have studied with us and who are currently taking a degree course. 19 Parents have attended the Job Club sessions we host and 7 have gained employment.</p> <p>75 parents attended a workshop and 205 attended INSPIRE sessions.</p>
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At Wren's Nest we are closing the gap between our children that are eligible for the Pupil Premium and other more privileged children throughout the country. We recognise this is a challenge and we are committed to removing the additional barriers to learning that more deprived children face. We use the Pupil Premium funding over a range of strategies which focus on raising attainment and removing barriers to learning.

OFSTED recognised the success of our strategies: ***"The school uses its extra funding to support pupils at risk of not doing well very effectively. Teaching in small 'booster classes' is always of high quality. Pupils of all abilities benefit from working in smaller groups for their literacy and numeracy work. Progress speeds up because teachers and other adults have more time to give individual help"***

How we spent our Pupil Premium in 2016/17 to support eligible children :

In 2016/17 Wren's Nest received £353,760 in Pupil Premium grant with 65% of the pupils being eligible. We reviewed the provision and strategies that we implemented in 2015/16 and the greatest impact was seen a) when additional teachers were used either to increase the number of high quality teaching sets or through additional small group tuition b) developing our phonics teaching and providing one-to-one support for targeted children. These elements of the programme were increased for 2016/17.

We also had a key priority to address standards in Reading and this was of particular importance for our more vulnerable children, especially boys eligible for the pupil premium. The Ripple mentoring programme was launched for the year which supported vulnerable and disadvantaged children. A budget for resources was allocated to continue to develop reading and phonics resources with a focus on increasing the range of books for boys, developing the reading

hubs around school and further reading materials for those still working on fluency and reading skills in KS2. During the Autumn term 2016 staff received high quality CPD to embed and develop the teaching of reading with further Phonics training and Literacy & Language training for those staff teaching children who are fluent readers but make lack understanding.

We continued to fund the specialist KS2 SEN class catering for children with severe and complex needs across the whole of Key Stage 2 and we also ensured we met the mental health needs of our younger pupils and raised aspirations in parents. This was through the provision of a Nurture group, access to learning mentors, increased access to an educational psychologist supporting children and families, attendance support and promoting and leading adult education.

Providing quality first teaching to smaller classes of children and meeting individual needs are central to the Wren's Nest Pupil Premium strategy.

The budget spend was as follows:

1:1 tuition / Ripple mentoring for targeted children	£12,950
Additional teacher in Y6	£31,205
Additional Y5 teacher	£25,927
Additional teacher in Y4	£31,250
Additional Y3 teacher	£23,250
Additional booster group across Y5&6	£31,035
Additional SEN set - KS2 mornings	£28,121
Provision of Nurture group for KS1	£41,059
Learning Mentor support for vulnerable children (65% of cost of 5 mentors)	£62,894
Early Birds Breakfast club for 120 children*, promoting good attendance and ready to learn	£8,710
Enrichment programme	£19,500
F.S.W. to support vulnerable families (increased hours)	£9,836
Lifelong Learning Manager - supporting adult education and attendance	£16,708
Book and Phonics Resources	£5,500
CPD for Literacy 2016/17 (Phonics and Lit & Lang)	£5,800
Total Spend	£353,870

Appendix A - Working with families in highly disadvantaged neighbourhoods: Dudley Borough Council

Good practice example: Further education and skills
Dudley Metropolitan Borough Council
June 2014, No. 140119

Working with families in highly disadvantaged neighbourhoods: Dudley Metropolitan Borough Council

URN: 50218

Region: West Midlands

Remit: Further education and skills

Provider background

The adult and community learning (ACL) provision comes under Dudley Borough Council's Adult, Community and Housing Services directorate. The team offers a wide range of family learning programmes through taster workshops and short and longer courses, alongside provision in arts, vocational skills and health. The team has provided family learning in the 42 most deprived schools in Dudley, including those where at least 25% of pupils are eligible for free school meals. The team has worked closely with all 18 children's centres in Dudley to engage parents and carers over the past two years. One of these is [Wren's Nest Primary School and Children's Centre](#), located in a ward that falls within the 10% highest deprivation level for the country. Levels of unemployment are high, with 40% of residents in long-term unemployment.

Brief description

The adult and community learning (ACL) team is very successful at engaging with adults who have had very poor prior experiences of learning, low self-esteem and little aspiration for themselves and their children. Initial courses for families at Wren's Nest School and Children's Centre often lead to more in-depth courses that help parents or carers develop their own skills and confidence to support their children, with the added bonus of the opportunity to achieve valuable qualifications in English and mathematics.

This example is part of a joint project between Ofsted and [The National Institute of Adult Continuing Education](#) (NIACE) showcasing various good practice in family learning.

The good practice in detail for family learning

Dawn Griffiths, from the Dudley ACL Team explains: 'Wren's Nest Primary School and Children's Centre offers an excellent example of how family learning programmes can be developed to engage those learners 'hardest to reach' and encourage them to return to learning, offering them progression routes to qualifications. We offer [initial family learning activities](#) to parents or carers at the children's centre to build their confidence in supporting their child's early development.

'Once the parents have gained an understanding of the children's curriculum, we then guide them onto a range of short courses that eventually lead to mathematics and English courses.

'We are really pleased about the way that the school has integrated the children's centre and ACL facilities into the new school building. The site is an oasis in this very deprived local community.'

Getting the project started

The headteacher at Wren's Nest is strongly committed to parent engagement in the life of their children and the school. She has worked hard to establish a strong culture in the school of empowering parents and carers to work with the school to help their families by breaking down the cycle of inter-generational unemployment and poverty.

The components for the successful family learning provision have been built up over the years:

- In 2006, a children's centre was added to the school, providing extra space to facilitate a crèche and a designated area for adult learning.
- The Lifelong Learning Manager post was created to work between the school and the ACL service by:
 - developing a positive relationship with many of the targeted families
 - recruiting parents to the classes
 - offering classroom support for those who may be lacking in confidence and skills.
- Some of the pupil premium funding is used to subsidise some adult education programmes. This clearly emphasises the value placed on raising parents' skills as part of the school's strategy to support the development of the targeted children.
- Highly skilled tutors plan and deliver courses such as 'Play and language' to parents of children in the Early Years Foundation Stage (EYFS) as a first step on their learning route. Parents who lack confidence can access a course and also use the crèche. Family literacy is then offered to those who want to continue studying and they are given the opportunity to gain a qualification.
- Once in the learning environment of the school, parents are encouraged by the Lifelong Learning Manager, tutors and peers to continue into the well established programme of adult learning and to improve their skills and gain qualifications, with the ultimate aim of achieving employment.
- The Lifelong Learning Manager liaises very closely with local partners and colleges to establish progression courses in local settings that fit around their children's needs for the parents.
- Courses are offered in mathematics, English and basic computing skills. The school offers work placements in schools to all parents undertaking childcare courses. This often leads to voluntary work experience and jobs in a variety of roles at Wren's Nest or neighbouring schools.
- A job club has been running since September 2012 to help parents' progression into employment.

The keys to success

Family learning is now part of the school culture and it has raised the aspirations for many parents and carers and their children.

The main driver is the high level of commitment and support from the headteacher and governors in building the skills of the parents in their community.

Similarly, strong strategic lead and support for family learning from the local authority continues to provide family learning in areas of high deprivation in Dudley.

Other keys to success include:

- the conducive and welcoming learning environment that encourages parents to get involved in the school life
- a dedicated worker with highly developed interpersonal skills to encourage parents to join in learning
- starting with an initial programme that can be of immediate use to the parents in helping their children
- provision that is locally based and timetabled around school hours
- short, incremental qualifications that help learners develop a portfolio of skills, with the opportunity to gain recognised qualifications
- developing parents to become learning champions/mentors to encourage other parents in learning
- sustained and long-term programmes of learning with on-site childcare/crèche provision
- excellent support for the parents to help them deal promptly with personal issues, including referral to relevant support agencies
- strong partnerships – as noted in the [last inspection](#) – with the local providers of learning, including children's centres, schools, colleges and universities
- good access to up-to-date information, advice and guidance on careers and progression programmes
- on-site help with looking for jobs and developing employability skills, including an integrated programme of volunteering that helps learners to practice their skills, develop confidence and build up references.

Making a difference through developing the skills of adults and children

Family learning has had a significant impact on the development of the children as well as that of their parents or carers.

Measurable outcomes for the children include:

- higher levels of attendance
- more regular completion of homework to consistently high standards
- greater concentration and improved attention span in classes
- substantial gains in confidence
- much improved behaviour in the classroom and in routine school activities
- rapid progress in school subjects.

Gains for the parents, the school and the local community are equally notable.

- Many parents have built on their skills and learning to incrementally reach full level 2 qualifications and obtain jobs. Some of the parents have also become learning champions and help in recruiting and encouraging others to join in learning and in the life of the school.
- The school has seen an increased attendance at parents' evenings with a greater degree of parental willingness to support the school in many activities and helping their children.
- A few parents have secured jobs within schools after undertaking several part-time roles. They have learnt the true value of education and some of the earlier graduates of family learning encourage their children and grandchildren to engage more productively in education. As a direct result of the help and encouragement of the school and the ACL team, [one parent has gained a university degree](#) in social work and is now employed as a social worker.

A 'Dads' Bake Off' cooking class engaged nine dads and their sons from Year 4, as an alternative to offering stereotypical 'male' activities such as sport. Dads and their sons spent quality time baking, learning, listening and speaking to each other – thereby developing a strong bond. These boys' attainment and progress have improved considerably.

- The ACL team has made creative use of current topics and trends to develop some challenging programmes that have been particularly successful in breaking down gender barriers.
- Attendance, retention and achievement of those working towards qualifications or personal objectives have been excellent. In excess of 97% have gained at least a unit of a qualification or achieved their learning goals. For example, 16 learners had achieved a qualification at level 2 in English and/or mathematics; two were taking a qualification in 'children and young people's workforce' at level 2 and both learners who had achieved the same qualification at level 3 were employed in school.

Extending the life of the project

Dudley ACL team is very determined to continue to make family learning highly effective in the borough. It has taken, or has well-developed plans in place to take, the steps listed below to extend the benefits of the family learning throughout the borough:

- The 'Looking Glass' project is an inspirational exhibition and training resource centre facilitated by the local authority's EYFS team. It is used primarily to support the professional development of early years practitioners working with children aged 0–5, including children's centres and childminders. The managers plan to extend the use of the centre to learners on family learning programmes and other families. Working in partnership with schools, visits for parents of young children will be organised. Parents can experience a range of opportunities that they could provide easily and cheaply at home, to support their child's learning and development.
- Local councillors hold a strong and positive profile of ACL.
- Discussions are taking place with other headteachers to establish and extend family learning in more schools.
- The impact and promotion of family learning will continue to be a focus through quarterly reports to the borough council directors.
- Further investment is put into appointing an employability worker at the children's centre to help parents secure jobs and volunteering.
- Close working with the local colleges continues, to establish progression courses.
- Continued work is planned with the troubled families on parenting programmes, in partnership with other agencies.

The good practice case studies that Ofsted publishes highlight specific examples of practice that providers of education, learning and children's services have used to achieve successful outcomes.

For education, the case studies do not recommend a single particular approach to teaching and learning. Ofsted has no preferred lesson structure or teaching style. We showcase and share a wide range of approaches that providers have found work well for them in achieving good outcomes for children, young people and learners.

Are you thinking of putting these ideas into practice; or already doing something similar that could help other providers; or just interested? We'd welcome your views and ideas. Get in touch [here](#).

To view other good practice examples, go to:

www.ofsted.gov.uk/resources/goodpractice.

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