

Schools that do it well...

- Do not confuse Vulnerable Learners with low ability and low aspirations.
- Whole School approach in regard to trauma/attachment informed practice.
- Nurture and Relationship based approaches.
- Early Intervention strategies
- Forensically track pupils, identify underachievement and use robust interventions strategies.
- Manage an effective provision and transition plan – having discussions about individual learners.
- Use research and evidence based, positive impact strategies.
- Placing a high priority on teaching and learning.
- Ensure support staff are highly trained in the right evidence based interventions and provisions.
- Behaviour is communication.
- Key adult in place to support pupils and reduce the impact of trauma and attachment.
- Status of the designated leader aligned to lead on LAC / PDG;
- Self evaluate and have clear targets in the SDP which places ‘closing the gap and raising achievement’ as a priority area.
- Effective collaboration between Education and Children Services.
- **Involve Governors**, wider community and partner agencies.
- Have a clear vision and culture that is both inclusive and highly aspirational.
- Use peer mentoring and pupils voice to inform positive change.
- Monitor and evaluate the impact of provisions to support vulnerable learners and use this to inform future practice.



Schools that are less successful...

- Lack clarity around the intended impact of the potential spending in their plans;
- Do not monitor the impact of interventions well enough;
- Lack robust tracking and provision plans;
- Often focus on pupils gaining expected levels but fail to look at the expected levels +1, therefore more eligible pupils may underachieve;
- Often rely on interventions too late rather than having an 'early intervention' approach to narrowing the gap.