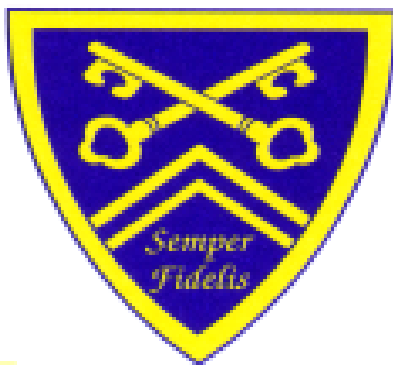




HAGLEY CATHOLIC HIGH SCHOOL



PUPIL PREMIUM POLICY & STRATEGY REVIEW

ACADEMIC YEAR 2018/2019

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Mission Statement:

In Jesus we live learn and serve

Together we are committed to excellent education for
all
rooted in Gospel values,
inspiring a love for life-long learning
and following the compassion of Christ.

Called as God's family;
we strive to achieve our personal best
by living and learning in Christ

Principles:

Every child with his/her individual needs is a unique gift from God.

All members of staff and Academy Committee members accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring Catholic environment. This is an essential, integral part of the spiritual development of the whole school community.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop his/her full potential irrespective of need.

Background:

The Pupil Premium is an initiative that targets extra money at pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The premium is provided in order to support these pupils in reaching their potential.

The Government has used Looked After Children and pupils entitled to Free School Meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals over a rolling six year period. This fixed amount of money is expected to increase

every year of the course of this current Parliament. A premium has also been introduced for children whose parents are serving in the armed forces as well as for children who have been adopted after care. This service premium is designed to address the emotional and social wellbeing of these pupils. Eligible students are identified on a Government produced list called 'The Ever6 List'. At Hagley Catholic High School we will be using the Ever6 List as well as other identified vulnerable groups as our target children to 'narrow the gap'

The Government is not instructing schools as to how they should spend this money; it is not ring-fenced and schools are 'free to spend the money as they see fit' DfE 2011. The Government, however, is clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'close the gap'. Schools are accountable for closing the gap, and there is planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil premium compared with their peers.

Overall Objectives:

- Our school will ensure that the Pupil Premium funding reaches the groups for whom it is intended and that it makes a significant impact on their education and lives.
- The Pupil Premium will be used to provide additional education and support to improve the progress and raise the achievement for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- The school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

Provisional Numbers 2018-2019

Hagley Catholic High School	Whole school	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number on roll	1113	190	189	187	164	169	119	95
Boys	575	104	101	92	78	87	61	52
Girls	538	86	88	95	86	82	58	43
Armed Forces	1	0	1	0	0	0	0	0
LAC	7	2	2	1	1	0	1	0
Pupil premium	97	9	26	19	16	19	8	0
Not pupil premium	1016	181	163	168	148	150	111	95

Income Pupil premium Funding: applicable to students in Year 7 -11

2011-12 - £19,699 (£488 per student)

2012/13 - £52,100 (£632 per student)

2013/14 - £77, 400 (£935 per student)

2014/15 - £80,020 (935 per student; £1,900 per LAC student; £300 per Service child)

2015/16 - £96,000 (935 per student; £1,900 per LAC/Child Adopted after Care; £300 per Service Child)

2017/18 – £96,000 (935 per student; £1,900 per LAC/Child Adopted after Care; £300 per Service Child)

2018/19 – 91630 (935 per student; £2,300 per LAC/Child Adopted after Care; £300 per Service Child)

Provision:

In order to meet Pupil Premium objectives, the Directors of SNOMAC and the Committee Members of Hagley Catholic High School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

As part of the additional provision made for pupils who belong to vulnerable groups, the Committee Members of the school will ensure that the needs of socially disadvantaged pupils are adequately addressed and assessed through termly pupil progress meetings.

In making provision for socially disadvantaged pupils, the Committee Members recognise that not all pupils who receive free school meals will be socially disadvantaged.

The Committee Members also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They, therefore, reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

The range of provision:

- Support student attendance
- Pupil progress and intervention tracking
- Careers information and guidance

- Alternative support and intervention
- The development of a nurture group to develop social skills and confidence
- Supporting the funding of enrichment activities and educational visits
- Support from specialist outside agencies e.g. Educational Psychologist and the Education Welfare Officer

Responsibilities:

The realisation of the Pupil Premium initiative must be owned by the entire Leadership Team. The overall co-ordination will be carried out by the Principal; however, each member of the Core Group Senior Leadership Team will have a designated responsibility for tracking and reporting an area of the Pupil Premium initiative as follows:

Name	Designation	Area of responsibility
S Horan	Principal	Overall Co-ordination of the PP initiative
K Morris	Deputy Principal	Progress tracking & intervention for all Post-16 PP students
A Trickett	Assistant Principal	Data analysis, progress tracking & production of reports for all PP students. Whole school intervention co-ordinator.
G Barratt	Assistant Principal	Extra-curricular & residential trip participation tracking for PP students. Behaviour tracking for PP students
K Frobisher	Assistant Principal	As SLT Line Mgr for RE to work with the subject leader to narrow the gap between PP and Non PP students in RE across the key stages.
B McArdle	Assistant Principal	Tracking of the involvement of PP students in the Catholic Life of the School. Tracking Pupil premium students and rewards
S Tyrell	Data Manager	Tracking and reporting on PP funding expenditure

Although the progress of and intervention for pupils eligible for Pupil Premium is the responsibility of subject teachers, at individual subject level it is the responsibility of the subject leader or relevant key stage co-ordinator to track the progress of this cohort of pupils and agree on relevant interventions in order to ensure that each pupil makes expected levels of progress.

It will be the responsibility of the Assistant Principal to produce a termly report for Committee Members based on feedback from relevant subject leaders and SLT members. The report will include:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made during the term since the last meeting.

The Committee Members will ensure that there is an annual statement to the parents outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

Success Criteria:

The evaluation of this policy is based on how the school can close the gap between socially disadvantaged pupils and their peers. Targets will be identified and evaluated annually and included in the School Development Plan.

The success criteria for the Pupil Premium Policy will be based on the provision of evidence of:

- Early intervention and support for socially disadvantaged children.
- The vast majority of socially disadvantaged children making at least expected progress across subjects.
- 'Quality First Teaching' that ensures necessary intervention is built into everyday lesson planning.
- Effective pupil school support, including effective transition.
- An effective system for identifying, assessing and monitoring pupils.
- A whole-school approach that ensures effective pastoral support so that pupils become effective, life-long learners.
- A positive school atmosphere in which pupils' differences are recognised and valued members of the school community; developing confident and independent learners.
- Effective pupil support to ensure students make a smooth transition academically and socially across their educational journey.

Protocols:

Curriculum Intervention:

Research by the Sutton Trust – Education Endowment Foundation has highlighted that the most effective intervention in terms of cost effectiveness and months of progress a pupil can make is effective teaching and learning, with an emphasis on feedback where in excess of 8 months' progress can be made. The majority of curriculum intervention for Pupil Premium pupils should, therefore, take place in the classroom and be the responsibility of the subject teacher in liaison with the relevant subject co-ordinator.

The exception to this will be literacy and numeracy intervention which may take the form of classroom intervention or the withdrawal of students for small group or 1:1 tuition. This type of tuition can enable a pupil to make in excess of 5 months progress. The intervention must, however, be focussed and the impact measured from the pupil's starting point.

Funding for Other Interventions:

A small amount of money has been allocated to fund interventions in other subject areas. Subject Leaders and/or Key Stage Co-ordinators will be required to submit a bid for the funding in which they outline:

- The target group (specific names of PP students will be required).
- The reason they are applying for the funding (specific data related to progress will be required where appropriate)
- Expected outcomes (i.e. how the gap will be closed in relation to starting points and expected progress)
- How the impact will be evaluated

IMPACT REPORT – PUPIL PREMIUM 2018-2019

In July 2018 the school was allocated funding of **£91,630 for the academic year 2018/19**. Our expenditure from Pupil Premium is monitored internally throughout the year and adapted in line with identified student need. Our overarching aim, however, is to utilise the funds to improve and support student attendance, well-being and attainment on the basis that if students do not attend or are not safe, healthy and happy then they will not achieve to their full potential. Although the initiatives below are very similar to those used in previous years, it is important to note that they have been modified in line with our monitoring and evaluation activities. **Below is information which identifies the impact that the funding has had the education of the disadvantaged.**

1. Closing the Gap on Attendance

£10,000

We have continued to work creatively and with tenacity to close the gap between the attendance of Disadvantaged and Non Disadvantaged students by allocating a proportion of the funding to the Attendance Officer's Salary (approx. 50% with the rationale that 12% of our student population is disadvantaged but will, because of their needs, take up approximately 50% of the Attendance Officer's time).

We have continued to adopt a range of personalised approaches to try to improve the attendance of our disadvantaged students and have been relentless in our refusal to accept an attendance rate for each student that is not improving. Examples of our approach include meetings with parents and students, reward and praise and a consistent message across the school that attendance is of vital importance. Letters have also been sent home each half term underlining the importance of having an excellent attendance at school. The impact of the work we have done on attendance this year has been very positive which can be supported by individual case studies.

- In year 7, out of all the pupils in the cohort who have an attendance of less than 90%, two of these were disadvantaged. A clear improvement in the attendance of one out of two of these pupils (50%) can be seen between spring and summer following intervention.
- In year 8, the group with below 90% attendance had five disadvantaged learners in it. 60% of these pupils improved their attendance between March and May.
- In year 9, the small cohort of pupils who had less than 90% attendance included three disadvantaged learners. 67% of these improved their attendance between March and May.
- In year 10, out of a group of six disadvantaged learners with attendance below 90%, 33% of pupils saw an increase in their attendance following intervention. This figure was lower than in other years due to a range of social and behavioural factors which hindered the attendance of two pupils within the group.

2. Pupil Progress and Intervention Tracking

£10,000

We continued to develop a robust system of tracking to identify progress, interventions and allocation of funding per student, year group and whole school. This has been further developed by the Student Data and Transport Co-ordinator in coloration with the Assistant Principal. The data below makes pleasing reading that shows many of the disadvantaged students across the subjects make the same or more progress than non-disadvantaged.

- Current predictions for Year 11 demonstrate that the disadvantaged are predicted to out-perform their non-disadvantaged peers which demonstrates an impact of the robust tracking system. In the final predictions made during this academic year in May, the disadvantaged pupils had a predicted progress score of +0.10 compared to +0.03 for the whole cohort.
- Recent predictions made at key stage 3 also show that the gap in performance has been closed. A detailed outline of the most recent predicted progress measures is also in this document.
- Following each assessment window, the progress of the disadvantaged is compared to the previous data drop in order to identify if progress has been made in narrowing the gap. When comparing autumn to spring data, the predicted performance of the disadvantaged improved in year 10 by +0.09 and in year 11 by +0.22. Similar increases were seen in the predicted performance of the disadvantaged in core subjects at key stage 3. For example, positive progress

was made between the autumn and spring in RE in yr7, Maths, Science and RE in yr8 and English, Maths and RE in year 9.

3. Whole-school intervention strategy

£10,000

A significant part of the new Assistant Principal's role is intervention, both at strategic and operational levels. As such a proportion of Pupil Premium funding will be spent on his salary to enable all pupils, but particularly those who are disadvantaged and vulnerable to make progress in line with their non-disadvantaged peers. A key part of this strategy has been the introduction of PiXL strategies and resources across the school with a focus on the core subjects. This has included developing personalised feedback following mock examinations and subsequently in class intervention being delivered in order to fill gaps in knowledge.

When comparing autumn to spring data, the predicted performance of the disadvantaged improved in year 10 by +0.09 and in year 11 by +0.22. Similar increases were seen in the predicted performance of the disadvantaged in core subjects at key stage 3. For example, improved progress predictions were made between the autumn and spring in RE in year 7, Maths, Science and RE in year 8 and English, Maths and RE in year 9. This demonstrates the impact of the whole school intervention strategy, in which PiXL strategies and resources have played an important role.

4. Careers Information Advice and Guidance

£5,000

To build upon our success of ensuring that 100% of disadvantaged students secure an appropriate Post-16 destination we have increased the CIAG advice provided to disadvantaged students in line with individual requirements. This has been delivered in-house by the school's Level 6 qualified Careers Advisor which is a new strategy introduced at the start of the academic year 2018-19. By the 20th June 2019, all disadvantaged pupils had attended a meeting where a clear action plan will have been agreed with the Careers Advisor.

5. Alternative Curriculum

£4,000

Available for KS4 students to pursue an alternative curriculum. We budgeted for participation for up to 2 pupils. One pupil in year 11 is currently following an alternative curriculum at an external provider.

7. Nurture Group

£25,000

Due to the increase in pupil numbers and the increasing need of disadvantaged and vulnerable students, funding was spent on the creation of a 7th smaller teaching group in Years 7-9 to enable all 7 teaching groups to receive the necessary intervention to enable them to achieve to their full potential. This has necessitated the appointment of an additional teacher and the allocation of Teaching Assistance to support Pupil Premium and vulnerable students. Positive VA predictions for the disadvantaged in year 7 and 8 and only a slight negative in year 9 shows the impact of this policy.

The comparison of progress of the pupils in the nurture group also demonstrates its value. Between autumn and spring data windows, predicted progress for the disadvantaged improved in RE in year 7 (+0.09) and remained static in the other core subjects. In year 8, positive progress was recorded in Maths (+0.12) and Science (+0.07) and in year 9 in English (+0.03), Maths (+0.2) and RE (+0.05). This demonstrates that over the course of key stage 3, the one to one support provided by the nurture group is correlating with an improved progress picture for the disadvantaged in the core subjects.

7. Education Psychology Support

£8,500

A proportion of the Pupil Premium Funding has been used to support students in the target group who need counselling to support them in their learning. The impact of this intervention is very specific to each

student and can therefore be identified by reference to individual case studies where there will be a focus on attendance, attainment and student well-being.

8. School Counsellor **£2,500**

A proportion of the Pupil Premium Funding has been used to support students in the target group who need counselling to support them in their learning. The impact of this intervention is very specific to each student and can therefore be identified by reference to individual case studies where there will be a focus on attendance, attainment and student well-being. (Expenditure above already accounted for in the whole-school budget: **Total: £75, 000**)

(Remaining balance below totals £16,630) to be spent as follows: £16,630)

9. Enrichment opportunities **£4,000**

A proportion of the Pupil Premium Funding up to a maximum of £200 per student has been used to assist Pupil Premium students in taking part in Enrichment opportunities. Parents have been able to apply for support with funding for those trips and extra-curricular activities which impact on such educational outcomes as attendance and attainment. For the academic year 2018/2019 funding has been for a range of trips in order to enhance the whole school experience of the disadvantaged.

12. Support with uniform for PP Students **£3,000**

The specific impact of this on individual students can be identified by reference to case studies.

13. Funding for Other Initiatives **£9,630**

The school has used this fund to buy in PiXL which is a strategy that can support teachers to implement intervention strategies to improve student progress effectively. This has enabled disadvantaged and non-disadvantaged learners to have personalised feedback and intervention based on their specific need.

TOTAL: **£91,630**

IMPACT REPORT – PUPIL PROGRESS

Report on the Progress of Disadvantaged Pupils: March 2019

Year 11

<u>Date/ Year</u>	<u>Disadvantage d Cohort Size</u>	<u>VA Total Whole Cohort</u>	<u>VA Non Disadvanta ged</u>	<u>VA Total Disadvanta ged</u>	<u>VA Gap</u>	<u>VA Upper Band Disadvanta ged (11 pupils)</u>	<u>VA Middle Band Disadvanta ged (8 pupils)</u>	<u>VA Lower Band Disadvanta ged (0 pupils)</u>
Dec 2018	19 out of 168 (11%)	-0.05	-0.04	-0.10	-0.06	-0.02	-0.21	N/A
Feb 2019	19 out of 168 (11%)	-0.06	-0.05	-0.10	-0.05	+0.05	-0.31	N/A
Difference	0	-0.01	-0.01	0	+0.01	+0.07	-0.10	N/A

***VA calculated against FFt20 targets**

- The current predictions for progress for Year 11 show the disadvantaged students at -0.10 against their estimates set by FFT 20. This is against the non-disadvantaged figure of -0.05.
- Therefore, current year 11 predictions show that there is a small gap between the disadvantaged and the non-disadvantaged of -0.05
- Predictions made for the disadvantaged have stayed the same between February and December.
- There are currently no disadvantaged pupils in the lower ability grouping.
- In December, the disadvantaged middle ability students (9 students) were not predicted to perform as well (-0.21) as their non-disadvantaged peers (66 students) +0.14. There was a gap -0.35 between the performance of disadvantaged and non-disadvantaged students in the middle ability.
- However, prediction made in February show the progress of disadvantaged pupils decreasing slightly to -0.31. There is now a bigger gap in predicted progress between the disadvantaged and non-disadvantaged (+0.11) of -0.42, which needs to be addressed through intervention. However the middle ability cohort numbers 8 pupils, so slight variations in PPG's can make a big difference to the overall VA.

- The disadvantaged upper ability students (11 students) +0.05 are **only performing considerably better** than their non-disadvantaged peers (94 students) -0.24. This has improved by +0.09 since December.

Year 11

- 9 out of 19 students (47%) are predicted to achieve or beat their FFT20 estimates. An improvement from 37% in December predictions.
- 14 out of 19 students (74%) have a VA prediction of -0.5 or above against their FFT20 estimates. This is a slight decrease from 76% in December.
- All pupils are either meeting, surpassing or are within a grade of their FFT20 estimates.

Intervention Strategies

- In September 2018 there was a targeted plan to work with a group of 34 Year 11 pupils who, based on their PPG's, were on average one grade or more adrift from their FFT20 targets.
- With the identified pupils, intervention was put in place which was either delivered 'in class' by making adjustments to planning or via 'intervention homework'. All students who were given additional tasks were given intervention plans to work through that focused on delivering target support.
- Following the October 2018 data drop, the number in the group who were on average one or grade or more below adrift reduced from 34 to 5. This number increased to 12 in February which still shows an improvement from September.
- Intervention groups takes place for these students as well as the disadvantaged on Tuesday mornings for Maths and Monday lunchtimes for English. In both subjects, Smith's Proformas are being used with underperforming pupils in order to identify areas where support is needed.
- Maths and Science have used feedback from the PiXL Wave in order to personalise intervention and focus tasks set, revision sessions and teaching on areas of weakness.
- A recent whole school twilight session focused on developing methods of effective 'in class' intervention.

PiXL Intervention Strategies

- Since September 2018 the school have become part of PiXL. PiXL resources and strategies were introduced to all teaching staff during These strategies included a revised approach to intervention which included using Diagnosis, Therapy and Testing (DTT) and Smith's Proformas.

- Each subject leader has been met with during the autumn term to discuss the use of PiXL and intervention strategies. Intervention is now aimed at filling the identified knowledge or skills gap of a learner.
- Maths and Science also entered the PiXL Wave initiative in November. As a result of this, each pupil, disadvantaged and non-disadvantaged, were given a proforma which details their skill or knowledge areas of strengths and weakness and what action needs to be taken in order to improve. In January, the use of this strategy will be introduced to all subject teams.

Year 10

- **As a cohort overall, year 10 are currently predicted to achieve a VA score of -0.01 against their FFT 20 targets. An improvement of +0.08 since December (-0.09).**
- Recent predictions made for progress for Year 10 show the disadvantaged students (16 pupils) at -0.44 against their estimates set by FFT 20. This was against the non-disadvantaged (148 pupils) figure of +0.03.
- Therefore, there was a gap between the Non Disadvantaged and Disadvantaged is -0.47. This has only slightly widened from predictions made during the autumn term, when the gap was -0.46. This gap will need to be addressed through the use of the revised intervention strategies introduced in September 2018.
- There are 3 disadvantaged pupils in the lower ability band. In total they have a VA prediction of -0.73 against FFT 20 targets, this is compared to a prediction of +0.14 for the non-disadvantaged students. However, the low number in this grouping means that the total figure is insignificant.
- The disadvantaged middle ability students (5 students) are not performing as well, (-0.45) as their non-disadvantaged peers (69 students) (+0.06). The gap here has widened from -0.44 to -0.51 since the autumn term, however the number in the grouping is also small.
- The disadvantaged upper ability students (8 students) -0.32 are also below their non-disadvantaged peers (81 students) -0.00. However the overall predicted VA for this grouping has remained similar to the autumn term (-0.24), however the gap has increased to -0.32 due to the improved forecast for the non-disadvantaged upper.

Year 9

- **As a cohort overall, year 9 are currently predicted to achieve a VA score of +0.07 against their targets, an improvement from the +0.04 forecasted during the autumn term.**
- The current predictions for progress for Year 9 show the disadvantaged students (19 pupils) at +0.06 against their targets. This is against the non-disadvantaged (165 pupils) figure of +0.07

- Therefore, the gap between the non-disadvantaged and disadvantaged is -0.01, which has narrowed significantly from the autumn term when the forecasted gap was -0.07.
- There are 3 disadvantaged pupils in the lower ability band. In total they have a VA prediction of +0.16 against their targets which has improved from +0.05 in the autumn term. However, the low number in this grouping means that the total figure is insignificant.
- The disadvantaged middle ability students (11 students) are performing well, (+0.06) against their targets. This is compared to their non-disadvantaged peers (62 students) +0.10. However, this gap is relatively small when compared with previous years.
- The disadvantaged upper ability students (5 students) are predicted to achieve on average, on target (0.00 VA), compared to their non-disadvantaged peers (+0.04). However due to the small number of pupils in this grouping, this small gap is insignificant.

Year 8

- **As a cohort overall, year 8 are currently predicted to achieve a VA score of +0.09 against their targets, an improvement from the +0.06 forecasted during the autumn term.**
- The current predictions for progress for Year 8 show the disadvantaged students (29 pupils) at +0.08 against their targets, an increase from +0.05 during the autumn term. This is against the non-disadvantaged (163 pupils) figure of +0.09.
- Therefore, there is only a -0.01 gap between the disadvantaged and non-disadvantaged which is the same as was predicted during the autumn term.
- There are 6 disadvantaged pupils in the lower ability band. In total they have a VA prediction of +0.06 against their targets. This is compared to non-disadvantaged lower ability band pupils who have a VA prediction of +0.08, again a small gap.
- The disadvantaged middle ability students (8 students) are performing well, (+0.14) against their targets. This is compared to their non-disadvantaged peers (40 students) +0.15.
- The disadvantaged upper ability students (15 students) are predicted to achieve above their target grades (+0.06), an improvement from the -0.02 predicted during the autumn term. This is compared to their non-disadvantaged peers (116 students) +0.07. This suggests a minimal gap in performance between disadvantaged and non-disadvantaged.

Year 7

- **As a cohort overall, year 7 are currently predicted to achieve a VA score of +0.09 against their targets.**
- The current predictions for progress for Year 7 show the disadvantaged students (8 pupils) at +0.09 against their targets. The non-disadvantaged (182 pupils) also have the same predicted performance of +0.09
- Therefore, there is no gap between the non-disadvantaged and disadvantaged pupils.
- Due to the small number of disadvantaged pupils in year 7, any analysis of performance within the ability bands is insignificant.

Conclusions

- There is less variation in achievement of disadvantaged students across the subjects in Key stage 3 with all year groups predicted to secure strong outcomes.
- Achievement for current Year 11 looks very promising for disadvantaged students as well as the whole cohort. This is particularly true when predicted performance is compared to 2017/2018 cohort at the same point in the academic year.
- Intervention Strategies are working for a select number of students in Year 11.
- The use of PiXL strategies since September has moved forward methods of intervention.
- The school has made an impact with methods and strategies for intervention that has been deployed with pupils since September.
- There is a gap in predicted performance between non-disadvantaged and disadvantaged pupils in year 10 which the school will need to address through intervention strategies.
- The school is continually looking to foster the philosophy of prevention equals effective intervention. CPD has taken place on this as well as a continued focus on strategies in CLT Meetings. Departments are being encouraged to adapt teaching and learning, planning and assessment to address the individual needs of learners as they arise.