Pupil premium strategy statement – Broken Cross Primary Academy and Nursery 2025 - 2026

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	230 inc nursery 194 R – Y6
Proportion (%) of pupil premium eligible pupils	90/194 = 46%
1	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Donna Lewis
Pupil premium lead	Kate Jones
Governor / Trustee lead	Eddie Latch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,110
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£112,110

Part A: Pupil premium strategy plan

Statement of intent

At Broken Cross Primary Academy our intent is to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve a good level of attainment based on their personal educational journeys. The focus of our pupil premium strategy is to ensure that the gap between the attainment and progress of pupil premium and non-pupil premium pupils is closed. We will also endeavour to ensure that pupil premium children gain the social and emotional skills to access the knowledge curriculum and develop a love of learning.

Based on the Education Endowment Fund (EEF) guidance, we have a tiered approach to spending:

1) Improving the ordinarily available inclusive provision (OAIP) for all children
2) Targeted academic support e.g. interventions, tuition, 1:1 support
3) Wider strategies e.g. breakfast clubs, sports clubs, visits and residentials, pastoral support

As a key principle of our strategy plan, we feel that OAIP is fundamental, and we will prioritise this to help narrow the gap between pupil premium and non-premium pupils. Training, CPD and resources to support high-quality teaching will be key to ensuring that the progress and attainment of all pupils will be improved.

Our approach will look at each individual pupil and their needs and any targeted support will be put in place to ensure pupils excel. Regular assessments will be used to identify and monitor the impact of targeted support, and they will be reviewed at least termly, with data drops taken bi-annually.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non disadvantaged counterparts both within school and nationally
- Ensure ALL pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world and aspirations for their futures

Our context:

Broken Cross is a single form entry Primary Academy and Nursery school and is part of the Halliard Multi Academy Trust. We have onsite nursery provision and provide wrap around care from 7:30am-6:00pm for 2-11 yr olds.

We are a growing school with 230 pupils at the time this report was written. This includes 194 in R-Y6 and 36 in Nursery. Our percentage of pupils who are entitled to Free school meals is well above average at 46%. The percentage of pupils who have an identified Special Educational Need and who are supported at SEN Support is close to average but the percentage of pupils with EHCP is well above average.

On the Index of Multiple Deprivation, Broken Cross is situated within the **4th decile** (orange) but most of our pupils live in the neighbouring area which is in the **2nd decile** (red)**.** This Index ranks every small area in England from 1 (most deprived area) to 32,844 (least deprived area) and divides them into 10 equal groups, 1st being the most deprived, 10th being the least.

Further information can be found here:

https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019



Challenges

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

Challenge number	Detail of challenge
1	Pupils' entering the EYFS with language and listening skills well below their developmental age and stage. This impacts on pupil's ability to hear sounds when practising blending and segmenting, thus impacting on early reading and fluency.
2	Without significant intervention, our pupil premium pupils would not achieve in line with peers and national average, as they do now.
3	Pupils' vocabulary is limited due to a lack of wider exposure, this in turn impacts on their ability to comprehend and read and apply language fluently.
4	Pupils' unable to self-regulate and manage emotions in an age-appropriate way.
5	There is a deficit in the opportunities and experiences that our pupils may have which needs addressing in order to be well prepared for their future success. This ensures they start the next chapter of their education at key stage 3 on a level playing field.
6	Persistent absence and arriving late for school.

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
Maintain comparable attainment between non-PP and PP pupils achieving ARE and Greater Depth in Reading, Writing and Maths at the end of KS2.	Pupil data from the end of KS2 continues to be favourable in relation to peers and national (N.B. small cohorts can skew data).
All children have strong basic fundamental skills and knowledge with speaking and listening, reading and writing.	PP pupils to continue to achieve at least in line with national expectations and their peers at all key measures in relation to all aspects of English.
Pupils are able to self-regulate and manage emotions in appropriate way.	Use of formal (SDQs – strengths and difficulties questionnaires, Mental health and wellbeing surveys) and informal (pupil voice, observations, parental feedback) methods indicates that pupils feel supported and are better able to self-monitor and regulate.

Gaps in opportunity and experience will be addressed by the deliberate additional experiences and opportunities planned to enhance the curriculum and level the playing field for all pupils	Pupils are confidently ready for key stage 3 both academically and personally.
Reduction of persistent absence rates and lates for pupil premium children.	Improved attendance for pupil premium pupils.

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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Building on previous training – extend to non-verbal interactions and Early Language and Communication skills (sign language and Makaton) delivered by specialist Speech and Language link professionals. Fund ongoing teaching assistant training and release time.	Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. The average impact of oral language interventions is approximately an additional 6 months progress over the course of a year. EEF Teaching and Learning Toolkit – Oral Language Intervention Strong foundations in the first years of school - GOV.UK (www.gov.uk) (October 2024) EEF Teaching Toolkit: • Phonics • Reading comprehension strategies • Parental engagement	1,2, 3
Development of SALT Champion in school – attending ongoing training to be able to support colleagues, and offer specialist support and advice	Communication Champion - Early Years Settings - Children's Speech and Language Therapy for Luton and Bedford (childspeechbedfordshire.nhs.uk) Ensures a focus on communication and language development is maintained. Develop activities and strategies to enhance children's Communication and Language in the setting. Ensure a best practice approach with all staff in supporting children's communication skills.	1, 2, 3

Update Staff training in metacognition and self-regulation strategies and how to implement them within their classroom and their curriculum leadership areas.	EEF Guidance report on Metacognition and Self-Regulation – in both the Teaching and Learning and the Early Years Toolkit Teaching and Learning Toolkit / Metacognition / Education Endowment Foundation / EEF EEF blog: New Animation: Metacognition – a brief explainer | EEF (educationendowmentfoundation.org.uk) New EEF podcast: retrieval practice | EEF (educationendowmentfoundation.org.uk) October 24	1, 2, 3 and 5
Monitor impact of knowledge rich curriculum and design deliberate opportunities to enhance the curriculum for all pupils.	Education Inspection Framework (July 2021) https://www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum OFSTED Curriculum research reviews: • History • Music • Geography • Languages • Religious education • Science Strong foundations in the first years of school - GOV.UK (www.gov.uk) (October 2024)	5
The consistent implementation of writing strategy across school YR – Y6 – The Write Stuff Leading to increased staff confidence and competence. Development of early Writing skills in the EYFS	How Learning Happens - Seminal Works in Educational Psychology and What They Mean in Practice by Paul A. Kirschner and Carl Hendrick 10 Mindframes for Visible Learning - Teaching for Success by John Hattie and Klaus Zierer Rosenshine's Principles in Action by Tom Sherrington Great Teaching Toolkit - Evidence Review by Rob Coe, C.J. Rauch, Stuart Time, Dan Singleton (In Partnership with Cambridge Assessment International Education Mark making – children's early writing - Early Education (early-education.org.uk) (Jan 2022) Working with Trust colleagues to ensure Writing Framework is effectively implemented 2025 - 26	1, 2
Grow your own library book trust packs – free library book swap to encourage pupils to access and share high	There is extensive evidence that exposing children to a wide range of texts with an appropriate level of challenge will develop pupils' language capabilities.	1, 2

quality books and texts at home Reading champions – child led peer to peer support to develop and promote a love of reading in KS1 and 2 Reading Ambassadors – year 5/6 reciprocal readers interventions Reading for pleasure before and after school club	Actively teaching reading fluency as well as modelling reading comprehension strategies can improve pupils' understanding of texts and their ability to infer meaning. Improving Literacy in Key Stage 2 / Guidance Report Version 2 / Subject Specific Evidence, Education Endowment Foundation / EEF EEF Teaching Toolkit: • Phonics • Reading comprehension strategies • Parental engagement	
Training for staff to develop Reading Fluency	Improving Literacy in Key Stage 2 / Guidance Report Version 2 / Subject Specific Evidence, Education Endowment Foundation / EEF	1,2,3
'Word Aware' A structured whole school approach to promote the vocabulary development of all children.	Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. The aim is to support learners' use of vocabulary, articulation of ideas and spoken expression. The aim is to explicitly extend pupils' spoken vocabulary through the use of purposeful, curriculum-focused, dialogue and interaction. Oral language interventions / Toolkit Strand / Education Endowment Foundation / EEF	1,2,3
Disciplinary Literacy	EEF Guidance: Improving Literacy in Secondary Schools The EEF guidance report provides seven evidence-based recommendations, with disciplinary literacy as the first and central principle.	1,2,3
SPaG development	Work to strengthen the progression in the teaching of spelling and the link between key curriculum vocabulary and spelling **Improving Literacy in Key Stage 2 (EEF)** **Recommendation 1:** Vocabulary knowledge is a strong predictor of reading comprehension. Disadvantaged pupils often start school with a smaller vocabulary, which affects access to the curriculum. **Recommendation 5:** *Develop pupils' transcription skills (spelling and handwriting) through extensive practice.* Fluent spelling frees cognitive resources for composition and comprehension, improving overall literacy outcomes.	1,2,3

Trauma Informed Refresher Training to support all staff to understand and better meet the needs of pupils	**Improving Behaviour in Schools (EEF Guidance Report)** Know and understand your pupils and their influences **Social and Emotional Learning (Teaching and Learning Toolkit)** Impact: SEL approaches can add +3 months of progress on average and help pupils manage emotions and relationships—key components of trauma-informed practice.	4
Thinking Differently Resources being used in each staff meeting to strengthen knowledge and understanding of supporting PP children	• Draws on six years of research and practice in leadership and teaching for disadvantaged pupils. • Incorporates EEF guidance on implementation and effective teaching strategies. • Modules include references to research on metacognition, feedback, and oracy—approaches identified by EEF as high-impact for closing the disadvantage gap.	1-6

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

Budgeted cost: £ *70,750*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued targeted approach to systematic implementation of Little Wandle Letters and Sounds Revised *(DfE validated Systematic Synthetic Phonics Programme - SSP)* to Continue to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of work reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics / Toolkit Strand / Education Endowment Foundation / EEF	1, 2
Additional staffing in EYFS (1.0) to deliver support small group intervention and catch up – focus on phonics, reading, developing early writing skills and speech and language	EEF Early Years Toolkit: • Communication and language approaches • Early Literacy Approaches EEF Guidance Report – improving Literacy in KS1 and KS2	1, 2, 3
Additional 1:1 phonics sessions (Catch up) targeted at disadvantaged pupils who require further phonics support.	Phonics / Toolkit Strand / Education Endowment Foundation / EEF EEF | Early Literacy (educationendowmentfoundation.org.uk)	1, 2, 3
Additional SENCo time	High proportion of PP pupils also have additional SEND/learning difficulties requiring high levels of cares and support to ensure inclusion and progress.	1,2,3 and 4
Pre-teaching and same day 1:1 sessions additional to lessons to consolidate and reinforce learning	EEF Toolkit: • 1:1 tuition Small group tuition Use Teaching Assistants to help pupils develop independent learning skills and manage their learning Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions	2

	Making Best Use of Teaching Assistants / EEF	
Targeted interventions are delivered by all support staff Rec – Y6 to those children who have been identified during pupil performance reviews, with the support of the SENCo.	EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2
NELI The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks.	An evidence-based oral language intervention for children in Reception who show weaknesses in their oral language skills and who are therefore at risk of experiencing difficulty with reading. It is delivered by a trained teaching assistant to small group and individual sessions for around 20 weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language. Oral language interventions / Toolkit Strand / Education Endowment Foundation / EEF	1,3
Targeted staff trained in 'Better Reading Partners' A one-to-one reading intervention for struggling readers, which helps children to develop independent reading and comprehension skills.	Better Reading Support Partners raises the attainment of children who can read but who lack fluency, understanding and enjoyment and may need support with decoding skills, vocabulary and/or comprehension. It is for children in KS1 who have fallen slightly below the level of their peers and for children in KS2-3 whose reading age is below their chronological age. Impact on attainment shows pupils • made an average Reading Age gain of 12 months in only 3 months – four times the expected progress. • made an average Comprehension Age gain of 10 months.	2,3
Wellcom – used throughout EYFS to identify, assess and provide intervention guidance for children starting school with delayed language profiles Part of a communication matters programme of	The WellComm Toolkit: Impact on Practitioner Skills and Knowledge and Implications for Evaluation Research (mdpi.com) (Feb 2024) 'implementation of the WellComm toolkit in settings increases the knowledge and skills of practitioners, and helps them to identify the support that they are able to provide, which could be instrumental in easing the crisis that is currently facing SaLT services nationwide'	1, 3

work undertaken with the Local Authority	https://educationendowmentfoundation.org.uk/support-for-schools/evidence-for-the-early-years/early-years-evidence-store/guide-to-effective-professional-development-in-the-early-years https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://researchschool.org.uk/aspirer/news/an-evidence-based-approach-to-improving-oral-language-skills-of-disadvantaged-pupils	
Reading catch up programme Lexia Core5, targeting lower attaining Y2 pupils	Lexia Reading Core5® | EEF (educationendowmentfoundation.org.uk) EEF trial of computer-based literacy intervention: Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers.	2
Reading for Pleasure Grow your own library Book Trust packs	Evidence suggests that reading for pleasure leads to increased attainment. Clark and De Zoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers. https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf https://www.cam.ac.uk/research/news/reading-for-pleasure-early-in-childhood-linked-to-better-cognitive-performance-and-mental-wellbeing https://ourfp.org/	1,2,3
Reciprocal reading – a small group intervention targeted at developing inference and comprehension skills in upper KS2	FFT Reciprocal Reading | EEF Research suggests that children in this targeted intervention will make an average of two months' additional progress in reading comprehension and overall reading, compared to an equivalent comparison group. Further results show that the intervention had a larger positive impact on children who were eligible for FSM gaining 3 months additional progress in reading comprehension.	1,2,3

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

Budgeted cost: £ *41,360*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Magic Breakfast provides a free breakfast for all children aged 2 - 11	EEF Guidance Report: EEF: Improving behaviour in Schools. https://www.nutrition.org.uk/news/2023/the-importance-of-breakfast-for-school-aged-children/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	1,2,3,4 and 5
Access to wider opportunities including school trips and residential costs subsidised to allow greater access	They provide opportunities to enrich and deepen children's learning beyond the curriculum and are an excellent medium to foster good relationships between staff, pupils and parents. They develop children's social skills by providing a forum of interaction between children across different ages and schools. https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	3,5
Pastoral Care Lead to work on whole school attendance – implementation of attendance action plan with targeted support where appropriate.	Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year (EEF Teaching and Learning Toolkit – social and emotional learning) https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendacne pg 47. 'Responsive intervention in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective'.	4,6
Tiered approach to support for SEMH difficulties, to include: --Whole school (e.g.my happy minds)	EEF Guidance Reports: • Improving Behaviour in Schools • Improving Social and Emotional Learning in Primary Schools	4,6

-Individual bespoke packages with specialist input from: • Educational Mental Health Practitioner (EMHP) • ELSA • Counsellor • Play therapist	Special Educational Needs in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://mindfulnessinschools.org/wp-content/uploads/2018/04/Weare-Evidence-Review-Final.pdf	
Bounce Together – an assessment, monitoring and tracking package for emotional wellbeing and mental health	Bounce allows teachers and leaders to regularly monitor the emotional wellbeing of individuals or groups of pupils across school. (EEF Teaching and Learning Toolkit – social and emotional learning) WWC0013 - Evidence on Underachievement in education of white working class children (parliament.uk) EEF: improving-social-and-emotional-learning-in-primary-schools.pdf	4, 6

Total budgeted cost: £ *112,110*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024 - 25

Overall, the achievement of our disadvantaged pupils exceeds that of pupils who are not disadvantaged and demonstrates the significant positive impact of the interventions and strategic use of pupil premium funding. The main barrier to achieving exceptional outcomes is still attendance and pupil mobility, although the actions identified over the past 3 years have delivered measurable improvements.

Evidence shows us that The Write Stuff is having a positive impact on children's ability to structure their written work across a range of genre. We continue to work on the development of spelling, punctuation and grammar, with a whole school training day planned for February 2026.

EYFS

Cohort	All	Avg. no. of ELGs	Comm & Literacy	GLD	Prime	Specific	Comm	PSE	Phy Dev	Literacy	Maths	UtW	Exp
9	33.3%	10.4	33 %	33.3%	67 %	33 %	66.7%	66.7%	66.7%	33.3%	44.4%	66.7%	55.6%

In our EYFS cohort, 75% achieved GLD. However, only 33% of our PP children achieved GLD. Of the 6 children who did not pass, 3 had EHCP's, 2 are on the vulnerable tracker, and 1 further pupil made accelerated progress from their starting point but did not achieve the GLD.

PP pupils – Analysis of the data indicates that the discrepancy sits with literacy and maths. In literacy this is especially in relation to the ELG for writing. In maths, similar attainment in both Number and Number patterns. The children who did not achieve their GLD had difficulties with abstract concept development linked to their specific areas of need.

Action: Continue to embed the strategies to develop early writing skills within the EYFS, building on the strong foundations set in nursery. Continue to focus on the attainment of vulnerable pupils and ensure no stone is left unturned.

Phonics

2025 Phonics results by pupil group

No. of pupils	% Passed	PP	PP %	%PP Pass	Avg grade	Avg Grade PP	Gap	SEND
30	**83%**	19	64%	79%	**32.5%**	**31.5%**	-1.0%	12/40%

83% of the whole Year 1 cohort achieved the phonics standard, 79% of pupil premium pupils achieved the phonics standard indicating a -4% gap. The cohort had 64% PP pupils and 40% of pupils had SEND. There were 6 EHCP pupils in this cohort. Of the 4 PP pupils who did not pass, all have SEND needs.

Multiplication Check

2025 MTC results by pupil group						
No. of pupils	**Mean Grade**	**PP**	**PP %**	**Avg grade PP**	**Avg Grade non-PP**	Gap
31	**22.1**	9	29.03%	**22.6**	**24**	-1.4

Nine PP children – attainment in line with/ slightly above peers.

Key Stage 2

READING	**Pupils**	**Pupil %**	**Count Expected+ Standard**	**Expected+ Standard %**	**Count Higher Standard**	**Higher Standard %**
Total	29	100.00%	22	75.90%	10	34.50%
Disadvantaged	13	44.80%	9	69.20%	2	15.40%
Non Disadvantaged	16	55.20%	13	81.30%	8	50.00%
Difference			4	12.10%	6	34.60%

WRITING	**Pupils**	**Pupil %**	**Count Expected+ Standard**	**Expected+ Standard %**	**Count Higher Standard**	**Higher Standard %**
Total	29	100.00%	20	69.00%	0	0.00%
Disadvantaged	13	44.80%	10	76.90%	0	0.00%
Non-Disadvantaged	16	55.20%	10	62.50%	0	0.00%
Difference			0	-14.40%	0	0.00%

Maths	**Pupils**	**Pupil %**	**Count Expected+ Standard**	**Expected+ Standard %**	**Count Higher Standard**	**Higher Standard %**
Total	29	100.00%	20	69.00%	5	17.20%
Disadvantaged	13	44.80%	7	53.80%	1	7.70%
Non-Disadvantaged	16	55.20%	13	81.30%	4	25.00%

Difference			6	27.50%	3	17.30%

Year 6 had 29 pupils with 41% PP and 38% SEND, including 7 EHCP's. Of the 29 pupils, 16 pupils started their educational journey with us in Reception, with the majority of the additional 13 pupils joining us in Key Stage 2.

The Maths data indicates a significant difference in attainment for PP and non-PP pupils, however, of the 6 Pupil Premium pupils who did not achieve the expected standard, 3 were within 3 marks of passing, 1 was absent, and the other pupils were on the vulnerable tracker. Multiplication data from year 4 indicates very strong foundations that will feed through and continue to impact on positive outcomes for year 6 going forward.

Our reading data reflects a similar trend, as maths, and similarly, of the 4 pupils who did not achieve the expected standard, one was absent, 2 were on the vulnerable children's tracker and attendance affected the other pupil.

Our writing data shows our pupil premium pupils achieving over 14% higher than our non-pupil premium pupils, which demonstrates the impact of The Write Stuff as well as other targeted interventions to support their writing.

Overall, the attendance of our Pupil Premium pupils compared to non-PP pupils is slightly lower at 92% versus 94% for last academic year. Our Centre of Excellence status as part of our IQM accreditation demonstrates our commitment to supporting every child through our inclusive practice and acknowledges that many of our pupils make accelerated progress, from their starting points. This is particularly true for those pupils who join us later in their educational journeys who have not always had their needs met effectively in their previous settings.