

Pupil Premium Expenditure Review for 20/21

1. SUMMARY INFORMATION 2020/21					
Academic Year	20/21	Total PP budget	57940	Date of PP Review	September/October 2021
Total number of pupils	138	Number of pupils eligible for PP	52		
Proportion of children eligible for Pupil Premium e.g. 3/12 (or %)			37%		

1. BARRIERS TO FUTURE ATTAINMENT 2020/21 (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	It has been identified that low self-esteem, poor emotional regulation and negative attitudes to learning are a barrier to achievement
B.	Many Pupil Premium pupils have poor independence skills and life skills are impacted, this can be a barrier to attainment
C.	Negative previous school experiences has been identified as a barrier to learning
D.	A high proportion of Pupil Premium pupils have been identified as having experienced significant early trauma, ACES, Parental Separation or have Social Services Input (see intelligent analysis). This can impact resilience and self-esteem
E.	Some Pupil Premium Pupils demonstrate behaviours that challenge, for some this significantly effects pupil attainment
F.	Most Pupil Premium Pupils can have gaps in their knowledge from previous school placements, many have been out of school for significant periods before attending TMS
G.	Covid 19
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
H.	Poor self-image resulting from previous negative school experiences
I.	Parental engagement with some Pupil Premium Pupils can be poor
J.	A high proportion of Pupil Premium children have had traumatic early experiences ranging from parental separation, early trauma, ACES etc
K.	More than half of PP children have had, or are having social care involvement

Appendix 1

L	Covid 19
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2. DESIRED OUTCOMES 2020/21		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
M	All Pupil Premium pupils will access THRIVE, to develop wellbeing and confidence	All will make at least one step of progress on THRIVE assessments. PP pupils will have accessed THRIVE either individually or on a one to one basis. Pupils identified as needing one to one therapy will have access prioritised
N	All Pupil Premium Pupils will access a personalised curriculum suited to their own learning style	Each child's personalised progress journey will be evident on EFL
O	All Pupil Premium Pupils will make at least expected progress in Maths	All pupil's will make at least one sub level of progress, pupils will be monitored according to cohort, pupils not on track will be identified and support packages put in place. Secondary pupils to be grouped by level for Maths and English teaching
P	All Pupil Premium Pupils will make at least expected progress in English	All pupils will make at least one sub level of progress, pupils will be monitored according to cohort, pupils not on track will be identified and support packages put in place. Secondary pupils to be grouped by level for Maths and English teaching
Q	All Pupil Premium Pupils will make at least expected progress in Science	All pupils will make at least one sub level of progress, pupils will be monitored according to cohort, pupils not on track will be identified and support packages put in place
R	All Pupil Premium Pupil attendance will be monitored and pupil premium pupils' attendance will continue to improve over time	PP pupils will have (unless specific medical or mitigating circumstances) attendance above 90%

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S	All Pupil Premium Pupils will have access to appropriate sensory support	PP pupils will have access to a sensory room and specific sensory support
T	All Pupil Premium Pupil will make improvements in their mental health and well being	Learning journeys on EFL will demonstrate progress in all areas within the holistic curriculum based on individual pupils baseline THRIVE assessments and wellbeing and engagement profiles will show increase in attainment
U	All Pupil Premium Pupils will have behaviour monitored and tracked and serious incidents will decrease over time.	Pupil will demonstrate reduced serious incidents over time when tracked on Behaviour Watch

3. 2020/2021 REVIEW	
All Pupil Premium Pupils will access THRIVE, to develop wellbeing and confidence	<p>Target met:</p> <ul style="list-style-type: none"> • All PPG pupils have access to THRIVE, either whole class, group or one to one therapy. Assessed using intelligent analysis tool. Prioritised by need. • All PPG pupils are prioritised for therapeutic interventions including THRIVE where appropriate and according to their needs as identified in their intelligent analysis. • Of the pupil premium children on a Thrive 1-1 action plan 63.6% made progress in their developmental strand between October 2020 and July 2021. • 57% of the pupil premium children who made progress had an increase so great between October 2020 and July 2021 they moved up to the next developmental strand. This equates to approximately 12 months of developmental progress in a 9-month period. • 60% of all PPG made progress within their developmental strand between October 2020 and July 2021.

<p>All Pupil Premium Pupils will access a personalised curriculum suited to their own learning style</p>	<p>Target met:</p> <ul style="list-style-type: none"> • Each pupil has personalised learning goals, a learning journey on EFL and a flight paths detailing their progress. PPG pupils are tracked and those requiring additional support were identified and supported. 3 PPG post 16 pupils received one to one tuition at their request for GCSE tutoring. • Rising Stars was purchased as part of catch up funding and PPG pupils prioritised. All pupils accessing Rising Stars made progress in both maths and reading. • Curriculums are flexible and are adapted to meet the needs of the individual pupil. Families are involved in curriculum planning and target setting to ensure personalisation. For example, parents requested a focus on inclusion in the workplace, which has been including into term 1 2021/11 holistic discussion cycle. • Pupils have personalised learning goals on Evidence for Learning for tracking progress against EHCP's and holistic targets. 																																																																																																																																													
<p>All Pupil Premium Pupils will make at least expected progress in Maths</p>	<p>Target Met in year R,2,3,4,5,6 and years 7/8/10/11. In year 1 83% of PPG pupils made expected progress. In year 9 80% of PPG pupils made expected progress:</p> <table border="1" data-bbox="353 762 2074 1153"> <thead> <tr> <th colspan="3"></th> <th colspan="3">Rec</th> <th colspan="3">Y1</th> <th colspan="3">Y2</th> <th colspan="3">Y3</th> <th colspan="3">Y4</th> <th colspan="3">Y5</th> <th colspan="3">Y6</th> </tr> <tr> <th colspan="3"></th> <th colspan="3">Term 6 - July 21</th> <th colspan="3">Term 6 - July 21</th> <th colspan="3">Term 6 - July 21</th> <th colspan="3">Term 6 - July 21</th> <th colspan="3">Term 6 - July 21</th> <th colspan="3">Term 6 - July 21</th> <th colspan="3">Term 6 - July 21</th> </tr> <tr> <th colspan="3"></th> <th>No of pupils</th> <th>% Ex p+</th> <th>% <u>Exc</u></th> <th>No of pupils</th> <th>% Ex p+</th> <th>% <u>Exc</u></th> <th>No of pupils</th> <th>% Ex p+</th> <th>% <u>Exc</u></th> <th>No of pupils</th> <th>% Ex p+</th> <th>% <u>Exc</u></th> <th>No of pupils</th> <th>% Ex p+</th> <th>% <u>Exc</u></th> <th>No of pupils</th> <th>% Ex p+</th> <th>% <u>Exc</u></th> <th>No of pupils</th> <th>% Ex p+</th> <th>% <u>Exc</u></th> </tr> </thead> <tbody> <tr> <td rowspan="2">Men dip</td> <td><u>Ma</u></td> <td>All</td> <td>4</td> <td>100%</td> <td>0%</td> <td>6</td> <td>100%</td> <td>83%</td> <td>11</td> <td>100%</td> <td>45%</td> <td>6</td> <td>100%</td> <td>83%</td> <td>7</td> <td>100%</td> <td>71%</td> <td>8</td> <td>88%</td> <td>38%</td> <td>14</td> <td>100%</td> <td>21%</td> </tr> <tr> <td><u>ths</u></td> <td>Disadvantaged</td> <td>1</td> <td>100%</td> <td>0%</td> <td>1</td> <td>83%</td> <td>100%</td> <td>3</td> <td>100%</td> <td>33%</td> <td>1</td> <td>100%</td> <td>100%</td> <td>4</td> <td>100%</td> <td>75%</td> <td>2</td> <td>100%</td> <td>50%</td> <td>3</td> <td>100%</td> <td>66%</td> </tr> </tbody> </table>																										Rec			Y1			Y2			Y3			Y4			Y5			Y6						Term 6 - July 21			Term 6 - July 21			Term 6 - July 21			Term 6 - July 21			Term 6 - July 21			Term 6 - July 21			Term 6 - July 21						No of pupils	% Ex p+	% <u>Exc</u>	No of pupils	% Ex p+	% <u>Exc</u>	No of pupils	% Ex p+	% <u>Exc</u>	No of pupils	% Ex p+	% <u>Exc</u>	No of pupils	% Ex p+	% <u>Exc</u>	No of pupils	% Ex p+	% <u>Exc</u>	No of pupils	% Ex p+	% <u>Exc</u>	Men dip	<u>Ma</u>	All	4	100%	0%	6	100%	83%	11	100%	45%	6	100%	83%	7	100%	71%	8	88%	38%	14	100%	21%	<u>ths</u>	Disadvantaged	1	100%	0%	1	83%	100%	3	100%	33%	1	100%	100%	4	100%	75%	2	100%	50%	3	100%	66%
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Secondary

In year 7 and 8 100% of PPG pupils made expected progress in maths.

			Y7			Y8		
			Term 6 - July 21			Term 6 - July 21		
			No of pupils	% Exp+	% Exc	No of pupils	% Exp+	% Exc
Mendip	Maths	All	10	90%	10%	14	86%	29%
		Disadvantaged	3	100%	0%	3	100%	33%

In year 9 80% of pupils made expected progress in maths. 60% of pupils exceeded expected progress.

Y9		
Term 6 - July 21		
No of pupils	% Exp+	% Exc
14	86%	36%
5	80%	60%

In year 10 100% of pupils made expected progress in maths, 50% exceeded expected progress.

Y10		
Term 6 - July 21		
No of pupils	% Exp+	% Exc
20	100%	60%
6	100%	50%

In year 11 100% of pupils made expected progress in maths, 33% exceeded expected progress.

Y11		
Term 6 - July 21		
No of pupils	% Exp+	% Exc
14	93%	43%
3	100%	33%

Appendix 1

	Year 11 qualifications		
		Maths	
	Pupil 1	ELC 3	
	Pupil 2		
	Pupil 3	ELC 2	
	Pupil 4		
	Post 16 qualifications		
		FS entry level maths	ASDAN Employability
	<u>Pupil 1</u>	EL3	Level 2
	<u>Pupil 2</u>	EL3	Level 2
	<u>Pupil 3</u>	EL3	Level 2
	<u>Pupil 4</u>	EL3	Level 2
	<u>Pupil 5</u>		Level 2
	<u>Qualification Highlights</u>		
	<ul style="list-style-type: none"> • 100% students achieved ASDAN award level 2 Employability. • 100% students entered achieved a qualification in functional skills maths at EL3. 		
All pupil premium pupils will make at least expected	<u>Primary</u> In reception and key stage one and year 3 100% of PPG pupils made expected or above progress in reading and writing.		

Appendix 1

progress in English

			Rec			Y1			Y2			Y3		
			Term 6 - July 21			Term 6 - July 21			Term 6 - July 21			Term 6 - July 21		
			No of pupils	% Exp+	% Exc	No of pupils	% Exp+	% Exc	No of pupils	% Exp+	% Exc	No of pupils	% Exp+	% Exc
Mendip	Reading	All	4	100%	0%	6	100%	67%	11	100%	45%	6	83%	67%
		Disadvant	1	100%	0%	1	100%	0%	3	100%	100%	1	100%	100%
Mendip	Writing	All	4	100%	0%	6	100%	83%	11	100%	36%	6	83%	67%
		Disadvant	1	100%	0%	1	100%	100%	3	100%	33%	1	100%	100%
Mendip	Maths	All	4	100%	0%	6	100%	83%	11	100%	45%	6	100%	83%
		Disadvant	1	100%	0%	1	83%	100%	3	100%	33%	1	100%	100%

In in year 4 100% of pupils made expected progress in reading, 75% of pupils in writing made expected progress. One pupil (accounting for 25%) did not make expected progress.

Y4		
Term 6 - July 21		
No of pupils	% Exp+	% Exc
7	100%	71%
4	100%	75%
7	86%	71%
4	75%	75%

In year 5 and 6 100% of pupils made expected progress in reading and writing

Y5			Y6		
Term 6 - July 21			Term 6 - July 21		
No of pupils	% Exp+	% Exc	No of pupils	% Exp+	% Exc
8	88%	38%	14	100%	29%
2	100%	50%	3	100%	66%
8	75%	38%	14	100%	21%
2	100%	50%	3	100%	33%

Secondary

In year 7 100% of pupils made expected or above progress in reading and writing

			Y7		
			Term 6 - July 21		
			No of pupils	% Exp+	% Exc
Mendip	Reading	All	10	90%	10%
		Disadvantaged	3	100%	33%
Mendip	Writing	All	10	70%	10%
		Disadvantaged	3	100%	33%

In year 8 100% of pupil made expected progress in reading. 33% of pupils made expected progress in writing, 33% of pupil exceeded their expected progress. 34% of pupils did not make expected progress in writing.

Y8		
Term 6 - July 21		
No of pupils	% Exp+	% Exc
14	86%	29%
3	100%	33%
14	43%	21%
3	33%	33%
14	86%	29%
3	100%	33%

In year 9 80% of pupils made expected progress in reading and writing, 20% exceeded their expected progress in reading and writing.

Y9		
Term 6 - July 21		
No of pupils	% Exp+	% Exc
14	79%	21%
5	80%	20%
14	71%	21%
5	80%	40%
14	86%	36%
5	80%	60%

In year 10 67% of pupils made expected progress in reading, 83% of pupils exceeding expected progress. In writing 67% of pupils made expected progress.

Y10		
Term 6 - July 21		
No of pupils	% Exp+	% Exc
20	75%	30%
6	67%	83%
20	75%	25%
6	67%	0%
20	100%	60%
6	100%	50%

In year 11 100% of pupils made expected progress in reading and writing.

Y11		
Term 6 - July 21		
No of pupils	% Exp+	% Exc
14	71%	43%
3	100%	0%
14	71%	29%
3	100%	0%
14	93%	43%
3	100%	33%

Year 11 qualifications

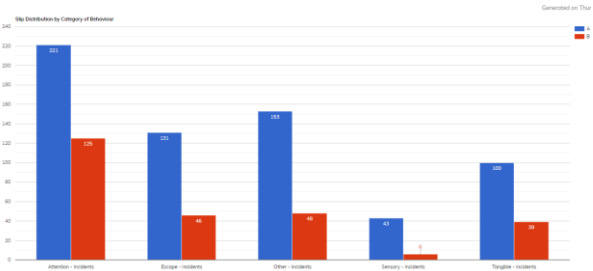
	English
Pupil 1	ELC 3
Pupil 2	GCSE 6
Pupil 3	ELC 2
Pupil 4	

Post 16 and qualifications

	<u>FS English L1/2</u>	<u>FS Entry level English</u>	GCSE English language
<u>Pupil 1</u>	<u>R L1</u> <u>W L2</u> <u>S&L L1</u>		
<u>Pupil 2</u>	<u>R L2</u> <u>W L2</u> <u>S&L L2</u>		5
<u>Pupil 3</u>	<u>R</u> <u>W L1</u> <u>S&L</u>	<u>R EL3</u> <u>W EL3</u> <u>S&L EL3</u>	
<u>Pupil 4</u>	<u>R L1</u> <u>W L1</u> <u>S&L</u>		
<u>Pupil 5</u>	<u>R L2</u> <u>W</u> <u>S&L</u>		

	<table border="1"> <tr> <td data-bbox="353 140 846 280"><u>Pupil 6</u></td> <td data-bbox="857 140 1234 280"><u>R L1</u> <u>W L1</u> <u>S&L</u></td> <td data-bbox="1245 140 1648 280"></td> <td data-bbox="1659 140 2063 280"></td> </tr> </table>				<u>Pupil 6</u>	<u>R L1</u> <u>W L1</u> <u>S&L</u>								
<u>Pupil 6</u>	<u>R L1</u> <u>W L1</u> <u>S&L</u>													
<p>All Pupil Premium Pupils will make at least expected progress in Science</p>	<p>In science 100% of PPG pupils made expected or above progress</p> <table border="1"> <thead> <tr> <th data-bbox="353 344 555 424"></th> <th data-bbox="566 344 835 424">Students entered</th> <th data-bbox="846 344 1261 424">Level 1</th> <th data-bbox="1272 344 1686 424">Level 2</th> <th data-bbox="1697 344 2074 424">Level 3</th> </tr> </thead> <tbody> <tr> <td data-bbox="353 432 555 496">Science</td> <td data-bbox="566 432 835 496">13 (AQA)</td> <td data-bbox="846 432 1261 496">5</td> <td data-bbox="1272 432 1686 496">6</td> <td data-bbox="1697 432 2074 496">2</td> </tr> </tbody> </table>					Students entered	Level 1	Level 2	Level 3	Science	13 (AQA)	5	6	2
	Students entered	Level 1	Level 2	Level 3										
Science	13 (AQA)	5	6	2										
<p>All Pupil Premium attendance will be monitored and Pupil Premium Pupils' attendance will continue to improve over time</p>	<p>Target Met:</p> <ul style="list-style-type: none"> • System of monitoring attendance embedded and actions followed up by PFSA's. Regular safeguarding meetings held and for those pupils with medical or mental health concerns part time agreements in place. • Families supported at school and in the home environment to support pastoral needs which demonstrated an improvement in PPG attendance data. • PPG pupils are tracked during attendance meetings and issues raised at safeguarding meetings. • Attendance of PPG pupils as a cohort rose between September and June by 2%. • Of the 51 families supported by the PFSA's 21 were PPG families which equates to 49%. 													
<p>All Pupil Premium Pupils will have access to appropriate</p>	<p>Target met:</p> <ul style="list-style-type: none"> • Charity funded sensory room in place. • OT employed 2 days a week. Anecdotal evidence suggests OT input has positive impact on attention and listening in class as well as sensory needs being met in the classroom environment. 													

Appendix 1

<p>sensory support</p>	<ul style="list-style-type: none"> Sensory Shine classes embedded for those identified as most at need. After engaging with Sensory Shine pupils re-enter the classroom and are readier to learn. In reception pupils have shown increased attention and listening skills. In Blue class after Sensory Shine pupils have engaged more socially with one another, copying the activities in Sensory Shine during their play. In Orange class, whilst initially some pupils were over-stimulated after the session, after around 8 weeks pupils were more calm and ready to learn. 																		
<p>All Pupil Premium Pupil will make improvements in their mental health and well being</p>	<p>Ongoing:</p> <ul style="list-style-type: none"> Covid 19 has impacted our pupils in a number of ways; socially our pupils have struggled when parents have chosen to keep some children at home and when friendship groups have then subsequently changed. As a consequence, some pupils have found it more of a challenge to manage their own behaviour. Priority was placed on ensuring a holistic, well being focused curriculum as well as including quality teaching and catch up activities. By the end of the school year pupil engagement and social interactions were observed to be improved by school staff. Observations in the playground saw pupils from different classes and age groups playing collaboratively. The Mendip School will continue to provide a stimulating and supportive holistic environment to develop and rebuild positive attitudes. 																		
<p>All Pupil Premium pupils will have behaviour monitored and tracked and serious incidents will decrease over time.</p>	<p>Target met in part:</p>  <table border="1"> <caption>The Distribution by Category of Behaviour</caption> <thead> <tr> <th>Category</th> <th>All</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Absent incidents</td> <td>221</td> <td>128</td> </tr> <tr> <td>Disrupt incidents</td> <td>131</td> <td>48</td> </tr> <tr> <td>Other incidents</td> <td>157</td> <td>48</td> </tr> <tr> <td>Sensory incidents</td> <td>41</td> <td>1</td> </tr> <tr> <td>Targeted incidents</td> <td>106</td> <td>39</td> </tr> </tbody> </table> <ul style="list-style-type: none"> PPG are tracked and monitored through Behaviour Watch. Every PPG pupil has serious incidents tracked. Regular monitoring is undertaken where PPG pupils are flagged if appropriate. PPG pupils consistently have less serious incidents than other pupils. See graph (PPG in red) Restorative justice embedded for those pupils for whom this is appropriate. Two PPG pupils regularly have serious incidents of behaviour. These incidents are tracked regularly by the behaviour team, behaviour plans are updated regularly and are signed off by parents and the senior leadership team. Reports are generated weekly and monthly and are feedback during behaviour, TAC, CHIN, meetings. 	Category	All	PPG	Absent incidents	221	128	Disrupt incidents	131	48	Other incidents	157	48	Sensory incidents	41	1	Targeted incidents	106	39
Category	All	PPG																	
Absent incidents	221	128																	
Disrupt incidents	131	48																	
Other incidents	157	48																	
Sensory incidents	41	1																	
Targeted incidents	106	39																	

Appendix 1

<p>Pupil Premium Pupils will have priority access to therapeutic supports personalised to their individual needs where appropriate.</p>	<p>Target Met:</p> <ul style="list-style-type: none"> • PPG funds Art Therapy, Play Therapy and THRIVE. • Each year an intelligent analysis of need is undertaken. This identifies pupils with social, emotional and mental health needs as well as those who may be young carers, who may have experienced ACES, trauma, domestic violence etc. example spreadsheet below. <table border="1" data-bbox="342 341 2136 472"> <thead> <tr> <th>Gender</th> <th>FSM</th> <th>PP/EVER 6</th> <th>Parental Separation</th> <th>Social Care involvement</th> <th>Early Trauma</th> <th>ACES (adverse childhood experiences)</th> <th>Bereavement (close family)</th> <th>Long term illness in the family</th> <th>Young Carer</th> <th>Negative school experiences</th> <th>LAC/PLAC</th> <th>Bullied in past?</th> <th>At home during lockdown(March to June)</th> <th>At home during lockdown - accessed learning?</th> <th>In school from June 1st</th> <th>EHA</th> </tr> </thead> <tbody> <tr> <td>M</td> <td>Y</td> <td>Y</td> <td>Y</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Y</td> <td>Y</td> <td>Y</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • One LAC pupils has weekly art therapy. Foster carers report since this began the pupil has demonstrated increased ability to rationalise difficult social interactions with his peers and generally appears more settled in all areas. • One LAC pupil has one to one THRIVE sessions. • Pupils who have had bereavements have had access to therapeutic supports. • School have bought in additional play therapy to meet needs of CHIN pupils. In one instance a pupil’s serious incidents of behaviour are reduced directly after accessing play therapy. • School believe that access to therapeutic supports both on a planned and reactive basis have positive impacts on pupils’ behaviours, attitudes to learning and overall wellbeing. Staff (through staff meeting discussions and reviews) believe that therapeutic interventions are effective. Parents often request and highly value therapeutic intervention during annual review and progress meeting discussions. 	Gender	FSM	PP/EVER 6	Parental Separation	Social Care involvement	Early Trauma	ACES (adverse childhood experiences)	Bereavement (close family)	Long term illness in the family	Young Carer	Negative school experiences	LAC/PLAC	Bullied in past?	At home during lockdown(March to June)	At home during lockdown - accessed learning?	In school from June 1st	EHA	M	Y	Y	Y										Y	Y	Y	
Gender	FSM	PP/EVER 6	Parental Separation	Social Care involvement	Early Trauma	ACES (adverse childhood experiences)	Bereavement (close family)	Long term illness in the family	Young Carer	Negative school experiences	LAC/PLAC	Bullied in past?	At home during lockdown(March to June)	At home during lockdown - accessed learning?	In school from June 1st	EHA																			
M	Y	Y	Y										Y	Y	Y																				
<p>LAC pupils will have access to therapeutic individual sessions dependant on need</p>	<p>Target Met:</p> <ul style="list-style-type: none"> • We have two LAC pupils. • One engages in THRIVE daily and has one to one support. Play Therapy was trailed but not deemed appropriate. Observations indicate that one to one thrive has a positive impact on behaviour. On days when one to one THRIVE occurs less serious incidents occur. • One pupil has one to one Art Therapy weekly. The pupil’s foster carer reports that since starting art therapy the pupil is more able to rationalise their anxieties and fears. This is also replicated by the pupil’s behaviour and social relationships in class. 																																		