

Landgate School and College – Pupil Premium Strategy Document 2018-2019

1. Summary information						
School	Landgate School and College			Type of SEN (eg. C&L / C&I / SEMH / P/S)		ASC including; C&I / C&L / SEMH / P&S
Academic Year	2018/2019	Total PP budget	Confirmed: Sept 18- March 19 Primary 13 Secondary 27	£29,458	Date of most recent PP Review	September 2018
			Indicative: April-August Jan 19 census Primary 13 Secondary 27	£21,042		
			Total	£49,500		
				Total with PP plus	£50,500	
Total number of pupils	87	Number of pupils eligible for PP	(funded April 2017 March 2018) 40 (44%)		Date for next internal review of this strategy	April 2019

1. Current attainment									
2017-2018		<i>Pupils eligible for PP</i>				<i>Pupils not eligible for PP</i>			
		Reading	Writing	Spoken		Reading	Writing	Spoken	
% achieving targets in English		75%	84%	78%		89%	89%	95%	
		Geometry	Measure	Number	Statistics	Geometry	Measure	Number	Statistics
% achieving targets in maths		91%	91%	84%	75%	100%	100%	95%	100%
Average progress 8 score		n/a				n/a			
% achieving 1 A*-G grade		n/a				n/a			

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	Low English levels on entry based on chronological age affecting progress and self-esteem.
B.	Low mathematics levels on entry based on chronological age affecting progress and self-esteem.
C.	Learners require support with engagement, attention, communication and imaginative play, this affects progress in all subject areas.

External barriers

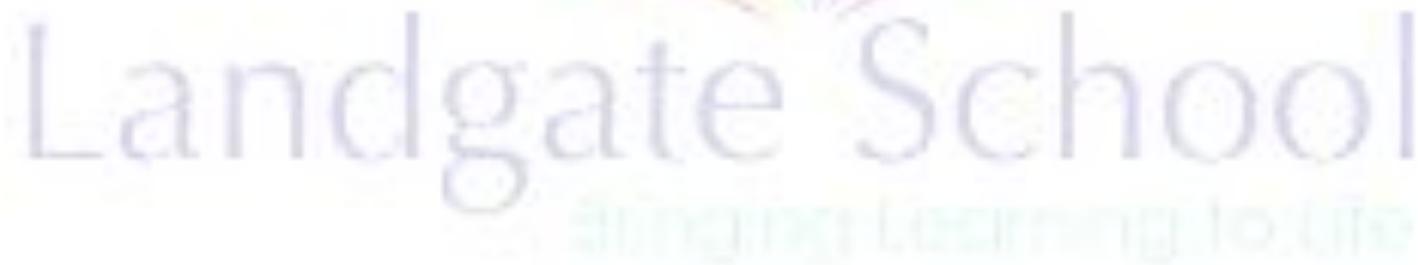
D.	Learners have a range of external factors that affect school attendance, this impacts on their progress, emotional and social experiences.
E.	Learners have limited experiences of outdoor learning, this limits their understanding of the world around them and scientific inquiry
F.	Learners have limited opportunities to physical activity, therefore impacting on physical and emotional wellbeing

3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Increased levels of English progress from starting points</p> <ul style="list-style-type: none"> • Comprehension ages • Spelling ages • CAT4 tests • Progress data • WRAT tests • Reading ages • BPVS scores • Data input 	<ul style="list-style-type: none"> • Pupil Premium and non-Pupil Premium learners have outstanding achievement. (Annual Data Analysis Report) • Pupil Premium learners make outstanding progress in line with Landgate targets (data input tracking progress). • Pupil Premium learners make outstanding progress in line with DFE targets (data input tracking progress). • Pupil Premium learners are able to apply their English skills cross-curricular (Earwig assessment).
B.	<p>Increased levels of mathematics progress from starting points</p> <ul style="list-style-type: none"> • Progress data • Numeracy assessments • MALT assessments • Data input 	<ul style="list-style-type: none"> • Pupil Premium and non-Pupil Premium learners have outstanding achievement in all areas of maths. (Data Analysis Report) • Pupil Premium learners make outstanding progress in line with Landgate expectations, (Data input tracking of progress). • Pupil Premium learners make outstanding progress towards DFE targets (Data input tracking progress).

		<ul style="list-style-type: none"> • Pupil Premium learners can apply their mathematics skills cross-curricular (Earwig assessment).
C.	<p>Identified learners complete play based interventions, signing sessions to promote engagement, communication and group interaction.</p> <ul style="list-style-type: none"> • Intervention reports • Earwig assessment • Pathways to Development 	<ul style="list-style-type: none"> • Pupil Premium learners make outstanding progress towards their end of year targets through the targeted interventions, developing imaginative play skills, communication strategies and are able to engage for increasing periods of time (intervention reports, evidence on Earwig).
D.	<p>Identified learners' attendance is supported through interventions, appropriate attendance strategies and Pathways to Success. This accelerates learner progress in their attainment, social and personal development.</p> <ul style="list-style-type: none"> • Attendance reports • Pathways to Success data • Data input • Intervention Reports 	<ul style="list-style-type: none"> • Pupil Premium attendance shows an increase when compared with 2017/18 data. • Persistently absent learners receive personalised, targeted support to improve attendance. • Persistently absent learners have access to school work to prevent falling behind their peers. • Parental voice indicates parents feel they are supported and understand the importance of attendance and punctuality. • Rewards and incentives in place for good attendance including 'most improved attendance' improve attendance in identified learners (attendance data).
E.	<p>Increased opportunities to promote health, wellbeing and resilience through learning outside the classroom, developing Understanding of the World, encouraging Healthy Growth, Scientific Inquiry and sense of community.</p> <ul style="list-style-type: none"> • Learner voice • Parent voice • Assessment Data • PASS data • Behaviour Data • Pathways to Development • Data input • DofE 	<ul style="list-style-type: none"> • Pupil Premium learners have regular opportunities to learn outside of the classroom and therefore an increase in the number of learners achieving Duke of Edinburgh. • Pupil Premium learners feel they have a purpose, are prepared for learning and are motivated to learn. (Learner voice survey and evaluations of activities). • Increased opportunities for learners to gain vestibular and proprioceptive input increase learner self-confidence. Data reflects improved engagement and communication (behaviour, progress data input). • Learners develop resilience and improve their emotional and mental wellbeing (Pathways to Development) • Pupil Premium learners develop scientific inquiry through making sense of the world around them as learners have increased

		<p>opportunities to become active members of the community, accessing local outdoor areas (data input, Pathways to Development).</p> <ul style="list-style-type: none"> • Learning outside of the classroom promotes resilience, health and wellbeing and an ethos of community spirit. Learner, parental and community voice indicates learners feel a part of the local community and enjoy their outdoor classroom experiences (attendance and behaviour data).
<p>F.</p>	<p>Learners increased access to physical activities promotes Healthy Growth in learners, creating resilience, positive mindsets and healthy bodies.</p> <ul style="list-style-type: none"> • Learner voice • Parent voice • Assessment Data • PASS data • Behaviour Data • Pathways to Development • Data input • DofE 	<ul style="list-style-type: none"> • Pupil Premium learners are provided with opportunities to focus on healthy growth and wellbeing and feel supported in improving personal strategies. • Learners feel more resilient and have space for self-reflection (learner voice), as a result of identified time and strategies to support their Healthy Growth, positively impacting on learner progress, behaviour and attendance. • Learners develop healthy relationships with peers across the borough, impacting positively on their self-esteem and confidence, measured by learner and parent voice.



5. Planned Expenditure					
Academic year				2017-2018	
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
A. Learners have improved progress and attainment in English	Staff CPD. Reading area. Oxford Reading Owl. Phonics streamlining. Intervention sessions with teacher/HLTA. Collaborative learning. Parental involvement – homework. Resident Author Reading Rocks Handwriting skills sets Talk for Writing Writing Den Fun Box Jo	<p>Reading Data from 2017-18 highlights KS2 reading as a focus for 2018-19, reading underpins attainment and progress in other subject areas.</p> <p>Monitoring indicates the reading shed is being utilised at playtime and outdoor reading. Identified reading slots on the timetable highlight reading for pleasure, reading scheme books and being read to by the teacher so that the learner can access vocabulary they may not be able to read independently.</p> <p>Identified Pathways to Success sessions supporting curriculum areas provide learners with targeted support.</p> <p>Identified Pathways to Success reading comprehension interventions support learner's skills in inference and deduction. On average (EEF) reading comprehension approaches deliver an additional six months progress.</p> <p>Resident author highlights to learners writing is a career, understand the process involved in editing and work with the author to develop their own creative pieces.</p> <p>Focus days such as Roald Dahl and World Book Day highlight the impact of literature and support knowledge of local history with British authors.</p>	Testing schedule. Intervention reports. Data input. Evaluations from all staff to be completed. Triangulated monitoring to assess impact. Learner voice. Twilight with English lead and SALT (all teachers, HLTA, TAs to attend). Parental feedback. Pathways to Success to highlight learners requiring intervention. Resident author learner voice and staff voice. Work sampling	SLT/CS/ JE	<p>Jan 19 <i>Data from Autumn input indicates PP learners 94% were on target to meet their end of year reading target.</i></p> <p><i>Data from Autumn input indicates PP learners 89% were on target to meet their end of year writing target.</i></p> <p><i>Data from Autumn input indicates PP learners 94% were on target to meet their end of year spoken</i></p>

		<p><u>Writing</u> Data reflects writing as a strength of PP learners. Work sampling and monitoring indicates learners' next steps are to extend writing and develop handwriting.</p> <p>Interventions with Occupational Therapy, handwriting schemes and skills sets to be handed out to support implementation in class.</p> <p>Themed terms and immersive days inspire learners to write and provide them with experiences to write from. Research (EEF) highlights the importance of learners being immersed in different kinds of writing, when combined with phonics and reading learners can make up to six months progress.</p> <p><u>Spoken Language</u> Data from 2017-18 highlights spoken language, KS2, as a focus for 2018-19. Spoken language is integral for learners to communicate, develop independence and make progress across the curriculum.</p> <p>Learners assessed highlight progress from the 2017-18 streamline. Data provides accurate information to plan effective strategies. Evidence suggests phonics is effective with younger readers, showing on average 5 months progress over a year (EEF).</p> <p>Interventions with teacher and HLTA scaffold learning and support extension opportunities. Oral intervention research shows a benefit of up to 6 months for disadvantaged learners (EEF).</p> <p>Talk for Writing develops vocabulary and provides an engaging, active approach for reluctant writers, supporting structure and events in a story.</p>	Pathways to Development	<i>language target.</i> <i>Resident author visits took place arranged by English lead, workshops to follow to develop extended writing.</i> <i>Funbox Jo sessions have been recorded via Earwig and learners and staff are promoting signing and spoken language throughout school.</i> April 19 June 19
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		Funbox Jo weekly sessions to target PP spoken language, encourage expression and support mental health and wellbeing.			
B. Learners have improved attainment and progress in maths	Mastery maths approach to curriculum. SEN maths project. Intervention sessions with teacher and HLTA. Collaboration learning.	Data from 2017-18 indicates measure as a strength of PP learners due to cross-curricular approach to measure. Data also highlights statistics and number, KS2, as a focus for 2018-19. Number underpins all other areas in mathematics, class based interventions for learners identified through Pathways to Success prevents learners falling further behind, supporting them keeping up in maths. Group work promotes higher order thinking and collaborative learning as evidence suggests approaches which promote talk and interaction between learners tend to result in the best outcomes for learners. (EEF)	Testing schedule. Data input. Intervention reports. Triangulated monitoring. Mastery curriculum review. Data input progress. Learner voice. Staff voice. Pathways to Success highlighting learners requiring intervention. Pathways to Development	SLT/HS/ JE See above	Jan 19 <i>Data from Autumn input indicates PP learners 87% were on target to meet their end of year geometry target.</i> <i>Data from Autumn input indicates PP learners 93% were on target to meet their end of year measure target.</i> <i>Data from Autumn input indicates PP learners 100% were on target to meet their end of year number target.</i>

					<p>Data from Autumn input indicates PP learners 100% were on target to meet their end of year statistics target.</p> <p>April 19 June 19</p>
<p>C. Learners have improved communication strategies, social skills and interaction</p>	<p>FunBox Jo sessions Continuous provision curriculum delivery. Effective questioning Playground Aprons Pathways to Success interventions PECS Oral language interventions Talk for Writing Sensory Sessions</p>	<p>2017-18 data indicates 60% of KS1 PP learners and 78% of KS2 learners met their end of year target in Spoken language.</p> <p>Evidence highlights Oral language interventions supports learners' articulation of ideas and extends their vocabulary. Evidence (EEF) suggests that with learners from disadvantaged backgrounds there can be 6+ months additional progress.</p> <p>Talk for writing promotes both spoken language, encourages reluctant writers and supports structuring a text.</p> <p>Effective, differentiated questioning encourages flexible thinking, this is supported further with continuous provision in the KS1 curriculum and KS2 active learning.</p> <p>Weekly Funbox Jo Pathways to Success sessions with identified PP learners provides social interaction, signing, music, singing and promotes health and wellbeing.</p> <p>Playground aprons encourage learners to communicate their wants and engage in imaginative play with their peers and adults.</p>	<p>Data- spoken language, behaviour data, Achievement data. Funbox Jo session evaluation. Learner voice. CPD Pathways to Success to target identified learners. Sensory session measure</p>	<p>SLT/HS/ JE/ FBJ/ JL</p>	<p>Jan 19</p> <p>April 19 June 19</p>

		<p>Sensory sessions promote communication and appropriate social skills, such as turn taking.</p> <p>Feed your Mind group at lunchtime and Best Start to the Day club provide learners with the opportunity to develop social skills and interaction with their peers.</p>			
D. Identified learners have improved attendance and make good progress across all curriculum areas.	<p>Pathways to Success</p> <p>Interventions</p> <p>Pastoral Support</p> <p>Attendance incentives</p> <p>Homework menus</p>	<p>2017-18 data indicates 32% of all Pupil Premium learners were persistently absent. This is mainly due to medical conditions, illness and external factors. Pastoral are closely liaising with families in terms of transport and supporting by accompanying the family to medical appointments.</p> <p>Attendance incentives (Attendance Works) for 'most improved attendance', weekly attendance recognition on Class Dojo and parental engagement such a sleep clinics support improving learner attendance.</p> <p>Staff share a deep commitment to engaging and challenging learners in the classroom when they are present and Pathways to Success targets the gaps in learning created due to attendance.</p> <p>Homework menus promote learning at home, parental engagement and enjoying the outdoor environment.</p>	<p>Pathways to Success data</p> <p>Attendance data</p> <p>Including persistent absence data</p> <p>Parent voice</p> <p>Learner voice</p>	SLT/HS/ JE	<p>Jan 19</p> <p>April 19</p> <p>June 19</p>
E. Learners have rich, purposeful opportunities for Learning Outside of the Classroom, they apply their learning in the classroom.	<p>Pathways to Success</p> <p>Interventions</p> <p>Outdoor play</p> <p>Trim Trail</p> <p>Countryside walks</p> <p>Homework Menus</p>	<p>A shared vision and commitment drives outdoor learning opportunities across whole school, improving outdoor learning environments to promote investigation and discovery.</p> <p>Outdoor learning supports the development of resilience and perseverance which transfer into the classroom. Evidence (EEF) suggests that there is 4 months additional progress to be made through outdoor learning.</p>	<p>Learning Walks</p> <p>Lesson observations</p> <p>Learner voice</p> <p>Behaviour, progress and attendance data</p> <p>Pathways to Development</p>	SLT/HS/ JE	<p>Jan 19</p> <p>April 19</p> <p>June 19</p>
F. Learners increased access to	<p>Pathways to Success</p>	<p>Data indicates PE is a strength of the learners.</p> <p>Learner voice indicates learners enjoy having increased opportunities to become active members of the community,</p>	<p>Learner voice</p> <p>Parent voice</p>	SLT/HS/ JE	<p>Jan 19</p> <p>April 19</p>

physical activities promotes Healthy Growth in learners, creating resilience, positive mindsets and healthy bodies.	Interventions (clarity) Outdoor play resources Learning Outside the Classroom Nurture- C&N (including resources)	accessing local outdoor areas and sporting facilities, promoting resilience, health and wellbeing and an ethos of community spirit. Learner voice indicates cooking and nutrition is an area learners enjoy, additional opportunities to access supports independence, developing knowledge and understanding of healthy foods and supports aspirational targets.	Data including input, attendance and behaviour.		June 19
Total Budgeted Cost				£16080	
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
A. Learners have improved progress and attainment in English	Staff CPD. Reading area. Oxford Reading Owl. Phonics streamlining. Intervention sessions with teacher/HLTA. Collaborative learning. Parental involvement – homework. Accelerated Reader Resident Author Reading Rocks	Reading Data from 2017-18 highlights KS2 reading as a focus for 2018-19, reading underpins attainment and progress in other subject areas. Identified reading slots on the timetable highlight reading for pleasure, reading scheme books and being read to by the teacher so that the learner can access vocabulary they may not be able to read independently. Identified Pathways to Success sessions supporting curriculum areas provide learners with targeted support. Collaborative learning, guided reading and inference and deduction tasks support learner progress in reading. Writing Data reflects writing as a strength of PP learners. Work sampling and monitoring indicates learners' next steps are to extend writing and develop handwriting.	Testing schedule. Intervention reports. Data input. Evaluations from all staff to be completed. Triangulated monitoring to assess impact. Learner voice. Twilight with English lead and SALT (all teachers, HLTA, TAs to attend). Parental feedback.	HS/CS/J E	Jan 19 April 19 June 19

	<p>Handwriting skills sets Talk for Writing Writing Den Fun Box Jo</p>	<p>Interventions with Occupational Therapy, handwriting schemes and skills sets to be handed out to support implementation in class.</p> <p>Themed terms and immersive days inspire learners to write and provide them with experiences to write from. Research (EEF) highlights the importance of learners being immersed in different kinds of writing, when combined with phonics and reading learners can make up to six months progress.</p> <p>Talk for Writing to be incorporated into English lessons to support structure, expression and engage reluctant writers.</p> <p>Spoken Language Data from 2017-18 highlights spoken language, KS2, as a focus for 2018-19. Spoken language is integral for learners to communicate, develop independence and make progress across the curriculum.</p> <p>Evidence suggests phonics is effective with younger readers, showing on average 5 months progress over a year (EEF), highlighted phonics sessions are on class timetables.</p> <p>Interventions with teacher and HLTA scaffold learning and support extension opportunities. Oral intervention research shows a benefit of up to 6 months for disadvantaged learners (EEF).</p> <p>Talk for Writing develops vocabulary and provides an engaging, active approach for reluctant writers, supporting structure and events in a story.</p> <p>Funbox Jo weekly sessions target PP spoken language, encourage expression, singing and support mental health and wellbeing.</p>	<p>Pathways to Success to highlight learners requiring intervention. Learner voice and staff voice. Work sampling Pathways to Development</p>		
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		Rebound Therapy supports learner communication, engagement and healthy growth.			
B. Learners have improved attainment and progress in maths	Mastery maths approach to curriculum. SEN maths project. Intervention sessions with teacher and HLTA. Collaboration learning.	<p>Data from 2017-18 indicates measure as a strength of PP learners due to cross-curricular approach to measure. Data also highlights statistics and number, KS2, as a focus for 2018-19.</p> <p>Class based interventions are identified through Pathways to Success to help learners 'keep up' rather than 'catch up'.</p> <p>Number underpins all areas of mathematics, teachers to liaise with JE regarding targets and misconceptions.</p> <p>Long term plan to be evaluated and reviewed, further explicit identification of statistics to be included in order to increase coverage.</p> <p>Group work promotes higher order thinking and collaborative learning as evidence suggests approaches which promote talk and interaction between learners tend to result in the best outcomes for learners (EEF).</p>	<p>Testing schedule.</p> <p>Data input.</p> <p>Intervention reports.</p> <p>Triangulated monitoring.</p> <p>Mastery curriculum review.</p> <p>Data input progress.</p> <p>Learner voice.</p> <p>Staff voice.</p> <p>Pathways to Success highlighting learners requiring intervention.</p> <p>Pathways to Development</p>		
C. Learners have improved communication strategies, social skills and interaction	FunBox Jo sessions Continuous provision curriculum delivery. Effective questioning Playground Aprons Pathways to Success interventions PECS	<p>2017-18 data indicates 60% of KS1 PP learners and 78% of KS2 learners met their end of year target in Spoken language.</p> <p>Talk for writing promotes both spoken language, encourages reluctant writers and supports structuring a text.</p> <p>Effective, differentiated questioning encourages flexible thinking, this is supported further with continuous provision in the KS1 curriculum and KS2 active learning. Oral language interventions supports learners' articulation of ideas and extends their vocabulary. Evidence (EEF) suggests that with learners from</p>	<p>Data- spoken language, behaviour data, achievement data.</p> <p>Funbox Jo session evaluation.</p> <p>Learner voice.</p> <p>CPD</p> <p>Pathways to Success to target</p>		

	<p>Oral language interventions Talk for Writing Sensory Sessions</p>	<p>disadvantaged backgrounds there can be 6+ months additional progress.</p> <p>Weekly Funbox Jo Pathways to Success sessions with identified PP learners provides social interaction, signing, music, singing and promotes health and wellbeing, applied in the classroom environment to support consolidation.</p> <p>Sensory sessions promote communication and appropriate social skills, such as turn taking.</p>	<p>identified learners. Sensory session measure</p>		
<p>D. Identified learners have improved attendance and make good progress across all curriculum areas.</p>	<p>Pathways to Success Interventions Pastoral Support Attendance incentives Homework menus Chill and Chat</p>	<p>Attendance incentives (Attendance Works) for 'most improved attendance', weekly attendance recognition on Class Dojo and parental engagement such a sleep clinics support improving learner attendance.</p> <p>Curriculum interventions identified through Pathways to Success to target the gaps in learning created due to absence.</p> <p>Learners to access Chill and Chat Breakfast club to have opportunities to socialise with their peers and transition back into routine after absence.</p> <p>Homework menus promote learning at home, parental engagement and enjoying the outdoor environment.</p>	<p>Pathways to Success data Attendance data Including persistent absence data Parent voice Learner voice Nurture CPD Class Dojo</p>	<p>SLT/HS/ JE/ JL</p>	<p>Jan 19 April 19 June 19</p>

<p>F. Learners increased access to physical activities promotes Healthy Growth, creating resilience, positive mind sets and healthy bodies.</p>	<p>Pathways to Success Interventions (cy-clarity) Outdoor play resources Learning Outside the Classroom Nurture- C&N</p>	<p>Pathways to Success interventions such as;</p> <p>Cy-clarity for identified learners to develop cycling skills, mindfulness and road safety awareness.</p> <p>C&N Nurture for identified learners to develop independence, personal hygiene, awareness of healthy foods and making healthy choices. Learners also develop knowledge and understanding of the theory behind cooking and nutrition and the skills used to support them when completing accreditations.</p>	<p>Learner voice Parent voice Data including input, attendance and behaviour. C&N data C&N measure Pathways to Development</p>	<p>SLT/HS/ JE</p>	<p>Jan 19 April 19 June 19</p>
<p>Total Budgeted Cost</p>				<p>£7500</p>	
<p>Other approaches (including links to personal, social and emotional wellbeing)</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence & rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation ?</p>
<p>E. Learners have rich, purposeful opportunities for Learning Outside of the Classroom, they apply their learning in the classroom.</p>	<p>Pathways to Success Interventions Outdoor play Trim Trail Countryside walks Homework Menus</p>	<p>A shared vision and commitment drives outdoor learning opportunities across whole school, improving outdoor learning environments to promote investigation and discovery.</p> <p>Outdoor learning supports the development of resilience and perseverance which transfer into the classroom. Evidence (EEF) suggests that there is 4 months additional progress to be made through outdoor learning.</p>	<p>Learning Walks Lesson observations Learner voice Behaviour, progress and attendance data Pathways to Development</p>	<p>SLT/HS/ JE</p>	<p>Jan 19 April 19 June 19</p>

<p>F. Learners increased access to physical activities promotes Healthy Growth, creating resilience, positive mind sets and healthy bodies.</p>	<p>Pathways to Success Interventions (cy-clarity) Outdoor play resources Learning Outside the Classroom Nurture- C&N</p>	<p>Pathways to Success interventions such as;</p> <p>Chill and Chat lunch for identified learners to encourage socialising, reflection time and coaching.</p> <p>Cy-clarity for identified learners to develop cycling skills, mindfulness and road safety awareness.</p> <p>C&N Nurture for identified learners to develop independence, personal hygiene, awareness of healthy foods and making healthy choices. Learners also develop knowledge and understanding of the theory behind cooking and nutrition and the skills used to support them when completing accreditations.</p> <p>Health and Wellbeing interventions support learners in developing strategies to improve their emotional health and wellbeing</p>	<p>Learner voice Parent voice Data including input, attendance and behaviour. C&N data C&N measure Pathways to Development Resources, intervention room</p>	<p>SLT/HS/ JE</p>	<p>Dec 18 Feb 19 April 19 June 19</p>
Total Budgeted Cost					£6880

4. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.



Landgate School
Bringing Learning to Life