

**Pupil Premium Strategy Coppice Valley School 2018-19**

Total number of pupils	Number of pupils eligible for PP	Total PP Budget
193	33	£43 560

**Current Attainment 2017-18 results**

Y6	Comparison to 2016-17	Pupils eligible for PP in school	Pupils not eligible for PP national	Difference between Coppice and national non-PP
<b>80%</b> achieving expected standard or above in Reading, Writing and Maths	+ 23% (57% )	67%	70%	-3%

School / National Gap (ASP)

Y2	Expected Standard		Gap	Higher Standard		Gap
	School Disadvantaged	National		School Disadvantaged	National	
Maths	33	76	-43	0	22	-22
Reading	33	75	-42	0	26	-26
Writing	0	70	-70	0	16	-16

The cohort had only 3 disadvantaged children: 2 with SEN, one of which was awarded an EHCP at the start of the next academic year, the other, new to school part way through Year 2.

Y6	Expected Standard		Gap	Higher Standard		Gap
	School Disadvantaged	National		School Disadvantaged	National	
Maths	83	76	+7	0	24	-24
Reading	67	75	-8	17	28	-11

Writing	67	78	-11	0	20	-20
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Of the 6 disadvantaged children in the cohort, 2 had on-going support for significant needs / vulnerabilities throughout Year 6.

Performance of Disadvantaged Pupils (in-school data 2017-2018)

Maths	% Not met EoY Expected	% Met EoY Expected	% Exceeded EoY Expected	In school comparison with non-Pupil Premium %	Total number of children in year group eligible for Pupil Premium
Y1	43	57	0	-16	7
Y2	67	33	0	-58	3
Y3	25	75	37.5	-1	8
Y4	60	40	0	-42	5
Y5	43	57	14	-14	7
Y6	17	83	0	-6	6

Where children are not meeting EoY Expected Standard in Years 1-5, there is an additional SEN or vulnerability; the child in Year 5 without SEN targeted for additional support in Y6 to close gaps. In the next academic year we are looking to support more Pupil Premium children exceed EoY Expected.

Reading	% Not met EoY Expected	% Met EoY Expected	% Exceeded EoY Expected	In school comparison with non-Pupil Premium %	Total number of children in year group eligible for Pupil Premium
Y1	29	71	0	-15	7
Y2	67	33	0	-50	3
Y3	25	75	37.5	-6	8
Y4	60	40	0	-31	5
Y5	29	71	14	0	7
Y6	17	84	17	-10	6

Where children are not meeting EoY Expected Standard in Years 1-4, there is an additional SEN or vulnerability. Those at Year 5 are targeted for additional support in Y6. In the next academic year we are looking to support more Pupil Premium children exceed EoY Expected.

Writing	% Not met EoY Expected	% Met EoY Expected	% Exceeded EoY Expected	In school comparison with non-Pupil Premium %	Total number of children in year group eligible for Pupil Premium

Y1	43	57	0	-29	7
Y2	100	0	0	-78	3
Y3	25	75	12.5	-11	8
Y4	60	40	0	-25	5
Y5	43	57	14	-11	7
Y6	33	67	0	-22	6

Where children are not meeting EoY Expected Standard in Years 1-5, there is an additional SEN or vulnerability; in Year 3 one child was new to the school this academic year and will be targeted for support to close gaps; the child in Year 5 without SEN targeted for additional support in Y6 to close gaps. In the next academic year we are looking to support more Pupil Premium children exceed EoY Expected.

### Barriers to future attainment for pupils eligible for PP

In-school barriers	
1	Poor expressive and receptive vocabulary on entry to Reception creating difficulties with communication, teaching and learning; this is also evident throughout school.
2	Attention and listening skills behind ARE as assessed using ECAT materials; children cannot access learning for sustained periods without significant adult support / intervention in EYFS. For a significant number of children, this persists into KS2
3	Little exposure to literacy: knowledge and recall of nursery rhymes and stories is poor throughout school, impacting on oral language, comprehension and sentence construction.
4	Weak language skills compound social and interaction difficulties / delays for a significant number of pupils throughout school; pupils cannot work effectively in pairs / small groups; pupils have difficulties making and sustaining friendships.
5	Pupils' behaviour towards others and self-regulation is weak, requiring calming or restorative measures / support therefore compromising their ability to access learning. Underpinning this is low self-esteem and resilience.
6	Children enter school with little real-life experience of number. This persists throughout school and is compounded by difficulties learning mathematical vocabulary and applying maths in every day contexts.
7	Slower rates of learning / development leading to gaps: phonics, letter formation, recall of number facts.
8	Reading comprehension weak due to limited general knowledge / world experience and oral language capabilities.
9	Working memory is weak creating a barrier to accessing tasks / task completion
10	Ability to organise self, resources and time is weak slowing task completion and therefore opportunity to embed learning.
11	Significant number of pupils with SEN as well as PP eligibility – 27%
12	Ensuring PP pupils with strong cognitive ability are supported to exceed ARE
External barriers	

<b>12</b>	Poor parental engagement / children's learning undervalued: limited support for reading, limited support for spelling practise, little or no reading to and hearing child read, modelling correct grammar / enriching vocabulary
<b>13</b>	Family difficulties can lead to barriers such as: anxiety in the child, compromised parenting capacity and resultant SEMH difficulties
<b>14</b>	Persistent absence

<b>Desired outcomes and how they will be measured</b>		<b>Success Criteria</b>
Higher Rates of progress for all pupils	Improved oral language skills (pre-reading) as measured using ECAT screening and Pupil Language Profile from Narrative Therapy Intervention.	Reception children will achieve at least GLD in all areas of Communication and Language. Reception children will also achieve GLD for Reading. Year 1 children will all achieve ARE. Year 2 children will achieve ARE. Improved quality of writing across all subjects throughout school. Improved reading comprehension.
	Improved attention and listening skills as measured using ECAT.	
	Improved sentence construction, awareness of story structure and the needs of the listener as measured by Pupil Language Profile from Narrative Therapy Intervention.	
	Improved vocabulary throughout school – measured by STAR Approach and displays improving writing; better comprehension scores in Y4 and 6.	
	Improved Reading Comprehension measured by KS1 / KS2 SATs; in year assessment of Reading in Y2,4 and 6 measured with PIRA.	Pupils achieve at least ARE for reading; those identified as capable of GD will achieve this. Where standardised assessments are used, we will be looking for an increase in score to 100+.
	Improved Mathematical progress – measured by KS1/2 SATs and in-school data.	More pupils will achieve GD / Higher standard . The school's progress measure will improve (KS1-2) In-school data will show more PP pupils achieving ARE and GD.
Gap closing; vulnerable learners achieving at least ARE	Pupils' self esteem and learning behaviours will be improved, measured using the Boxall Profile and Behaviour Rating Scale.	Staff will understand children's needs better and support them to access learning; protective factors will improve resilience accelerating progress
	Children with cognitive needs are supported consistently and develop independence. Evidence to be gathered through observation, book scrutiny and pupil voice. Measured by end of year tracking.	Pupils will feel empowered and progress will be evident; gap closing so our most vulnerable children move closer towards ARE throughout the year.

	Gaps / needs identified early. Pupil progress meetings to unpick areas of difficulty and use strategies from the 'Early Identification Toolkit' to pinpoint SMART targets / personalised curricula.	Gaps closed leading to raised attainment through accelerated progress. Children achieving ARE as a minimum.
	Limited life experience is less of a barrier to learning and progress. Children will have a greater understanding / empathy when reading and studying humanities.	Children participate in more cultural visits / experiences throughout their time in school developing their cultural capital, challenging their perceptions improving readiness for the next phase of learning.
	PP children will receive appropriate challenge evidenced through Pupil Progress Meetings and moderation of end of year results.	More PP children will achieve GD
Improved Attendance	Supportive and positive relationships will continue to be fostered with target families to address individual needs – measured by parental feedback.	Parents are empowered to support their children and support all aspects of learning. School are addressing issues immediately.

### Planned Expenditure

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review
Higher Rates of progress for all pupils	<b>High Quality First Teaching</b> The majority of needs will be met within the main lesson. Teaching will take account of needs and prior learning; approaches / scaffolding will be in place to support access and understanding by all. Grouping is with caution so as not to deny any learner access to high quality teaching, language or social skills.	High expectation is an entitlement for all and critical to ensuring there is no ceiling to progress. The class teacher is responsible for the progress of SEN children in their class; by ensuring needs are met within all lessons, new skills can be generalised quickly, accelerating progress and closing gaps. The highest priority for Pupil Premium spending should be ensuring high quality teaching in every lesson. <i>Tackling Disadvantage: a toolkit for North Yorkshire Schools, Marc Rowland</i> Good teaching for all pupils has a particular benefit for disadvantaged pupils.	Learning Walks Work Scrutiny Pupil Voice Feedback to staff	Head  Deputy Head	On-going

		<i>Closing the attainment gap: key lessons learned in the EEF's first six years.</i>			
	TEAMS – one of our approaches to CPD	Staff learning / research informs practice.			
	<b>Improved Reading Comprehension</b> Whole class approach to teaching reading (and phonics KS1) ensuring all children are taught to ARE. Further investment in 'Love to Read': copies of books and Teaching Guides. 'VIPERS' approach used in all sessions	There is very extensive evidence for the following: Reading needs a balanced and engaging approach to develop decoding and comprehension skills. Pupils should be taught through modelling and supported practice. <i>Improving Literacy in Key Stage One / Two. EEF</i>	Data Drops Analysis of standardised tests	Head Deputy Head Class Teachers	Termly
	<b>Pupils' needs are supported consistently</b> Pupil Progress Meetings led by the SENCo / Vulnerable Learners' Lead. Dyslexia-friendly background colours / features used in all Smartboard presentations and displays in school. Displays support learning and celebrate learning.	Barriers to learning for pupils with dyslexic tendencies are minimised, allowing them to access learning.  SLT understand and share barriers to learning across all year groups to support better outcomes.	Data Drops / work scrutiny and pupil voice.  Feedback to staff	Head Deputy Head Assistant Head KS1 Lead SENCo	Half Termly
	<b>Improved vocabulary throughout school.</b> Word Aware in Y3 &4	It is widely recognised that up to 10% of children and adults may have some undiagnosed SLCN impacting negatively on life chances. The Word Aware approach to teaching vocabulary is widely recommended by Speech and Language Therapists along with the LEA.	Learning Walks Pupil Voice Work Scutiny	Assistant Head	Termly
	Word Aware in EYFS			EYFS Staff	

		<p>Developing pupils' speaking and listening skills and wider understanding of language has an extensive evidence strength.</p> <p><i>Improving Literacy in Key Stage One. EEF</i></p> <p>Developing pupils' language capability to support their reading and writing has an extensive evidence strength.</p> <p><i>Improving Literacy in Key Stage Two. EEF</i></p>			
	<p><b>Pupils' self-esteem and learning behaviours will be improved.</b> Coppice Valley Teaching and Learning Palette</p>	<p>The EEF toolkit identifies low cost / high impact strategies such as metacognition and growth mindset. Supporting these are BLPs which develop further skills necessary for lifelong learning and cooperative working. Dialogic teaching provides a fantastic AfL opportunity facilitating immediate feedback and progress by all involved in the teaching and learning cycle. Extending the EYFS approach allows school to personalise learning further for more vulnerable children. Leuven's Scale of Wellbeing supports staff to embed necessary features into teaching and learning to optimise children's time in class.</p>	<p>Learning Walks Work Scrutiny Pupil Voice Feedback to Staff</p>	<p>Head Deputy Head Assistant Head</p>	<p>On-going</p>
<p>Gap closing; vulnerable learners achieving at least ARE</p>	<p><b>PP children will receive appropriate challenge</b> Pupil Progress Meetings led by the SENCo / Vulnerable Learners' Lead.</p>	<p>Class Teachers can access specialist knowledge regularly to ensure that needs are correctly identified and met on a daily basis. SENCo and SLT then target CPD / funding at the point of need and strategically.</p>	<p>Data Drops / work scrutiny and pupil voice.</p>	<p>SENCo</p>	<p>Termly or sooner as needed</p>
	<p><b>Engagement and talk are promoted in class</b> Kagan Structures</p>	<p>Speaking and listening are at the heart of new language, not only as foundations for reading and writing but also essential skills for thinking and communication. Our least confident pupils need encouragement to talk allowing ideas to be articulated, developed and amended.</p> <p><i>Improving Literacy in Key Stage Two. EEF</i></p>	<p>Learning Walks Pupil Voice</p>	<p>Head Deputy Head</p>	<p>Half-termly</p>

	<p><b>Children with cognitive needs are supported consistently and develop independence.</b> Pre- / post-teaching</p>	<p>Over-learning is widely recognised as an effective strategy to support learning and embedding of new skills. Where intervention is necessary, the benefit of withdrawal is balanced with the disadvantages of children not accessing the full curriculum.</p>	<p>Data Drops Work Scrutiny Pupil Voice</p>	<p>Class teachers SENCo</p>	<p>Termly or sooner as required.</p>
	<p><b>Limited life experience is less of a barrier to learning and progress.</b> Cornerstones Curriculum and 'Coppice 50'</p>	<p>Many of our children have limited life experience; the cornerstones curriculum provides an exciting and inspiring learning journey to engage and motivate whilst the 'Coppice 50' aims to narrow gaps in life experience, enrich and deepen pupils' understanding of the world, challenging assumptions and enhance social capital. Thus we ensure readiness is built both in and out of the classroom. This need has instigated the redesign of our curriculum. <i>Tackling Disadvantage: a toolkit for North Yorkshire Schools, Marc Rowland (2017-18)</i></p>	<p>Rigorous planned monitoring by SLT. Pupil Progress meetings and book scrutiny. Pupil Voice.</p>	<p>Head Deputy Head</p>	<p>Termly</p>
Budgeted cost					£ 35 500

Targeted support – look at planned interventions across school

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review
Higher Rates of	<p><b>Improved oral language / attention and listening skills</b> Narrative therapy R</p>	<p>Speech and Language Therapists recommend this intervention to support children with delays in vocabulary and expressive language. Through</p>	<p>Pupil language profile completed on entry and on completion of intervention.</p>	<p>SENCo / SALT TA</p>	<p>AT the end of each intervention.</p>



progress for all pupils	<p><b>Improved sentence construction, awareness of story structure and the needs of the listener</b> KS1 Narrative Therapy Y1 and Y2</p>	<p>supporting their ability to recount and developing skills for listening and attention, children’s communication and ability to access learning and develop friendships is promoted. Developing pupils’ speaking and listening skills and wider understanding of language has an extensive evidence strength. <i>Improving Literacy in Key Stage One. EE</i> Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school...Areas with potential include communication and language approaches. <i>Closing the attainment gap: key lessons learned in the EEF’s first six years.</i></p>	Evidence of skills being generalised looked for during SENCo Lesson Looks and Pupil Progress Meetings.		End of year Assessment
Gap closing; vulnerable learners achieving at least ARE	<p><b>Pupils’ self esteem and learning behaviours will be improved</b> Focussed work on Mental Health and Well-being by PSW and MS Compass Buzz Training for all staff</p>	It is well documented that some children have unrecognised SEMH needs and that most Mental Health difficulties are evident before the age of 14. By understanding the risk factors and putting in place supportive measures the impact of issues can be lessened over time.	A measure will be taken pre/post-intervention using Boxall Profile and BRS. Pupil Voice will also be used to measure the impact on children. Pupil Progress Meetings will evidence generalisation into classroom learning.	PSW MS	½ termly or ongoing as required.
	<p><b>Gaps / needs identified early</b> Regular Pupil Progress Meetings / Informal liaison with SENCo.</p>	The SEN Code of Practice advocates early identification and intervention as a measure to close the gap. Access to specialist knowledge and advice allows teachers to identify and meet needs early. Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.	Pupil Progress Meetings / IPM reviews assessing impact.	SENCo and Class teachers	Termly or sooner as required.

		<i>Closing the attainment gap: key lessons learned in the EEF's first six years.</i>			
<b>Supportive and positive relationships will continue to be fostered with target families</b> PSW have weekly timetabled non-contact to liaise with targeted families.	An understanding of barriers is necessary to inform personalised, subject and class level strategies. Our PSW help to fill in the jigsaw where there are multiple barriers.	Improved disposition to learning, pupil voice, parent voice.	PSW	Weekly or as needed	
<b>Attendance will improve where it has become an issue</b> PSW have weekly timetabled non-contact to liaise with targeted families. All relevant information is logged on CPOMS alerting staff to issues.	Our persistent absence data is above national and 50% of the pupils concerned are disadvantaged. Absence has a negative impact on progress.	Data monitoring	SENCo / Head PA	Half termly	
<b>Children with cognitive needs are supported consistently and develop independence</b> Investment in 1 <sup>st</sup> Class@Maths intervention and training. Investment in Project X CODE	These are evidence based interventions that will target improvement in Maths for children in KS1 and LKS2 and Reading at LKS2. Robust and independent evaluation of high-potential programmes is...essential. Evidence is a crucial tool to help senior leaders...identify 'best bets' for spending. <i>Closing the attainment gap: key lessons learned in the EEF's first six years.</i>	Pre / post intervention assessment	SENCo Assistant Head	Post intervention.	
<b>Spelling and reading will improve enabling more children to reach ARE and in the long term, GD</b> IDL Cloud	Our data shows that spelling is weak in KS2. Our evaluations show that although phonics teaching is excellent, comprehension is weak.	Termly data drop Work scrutiny Pupil voice	Class Teachers	Termly	
Budgeted cost				£ 2 615	

Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review
Gap closing; vulnerable learners achieving at least ARE  Higher Rates of progress for all pupils	Employment of SENCo as Vulnerable learners' lead for 1 day per week	More capacity in senior leadership team for mentoring, coaching, planning, monitoring and evaluation. Thorough comprehensive pupil mapping by the SENCo will ensure that: barriers are understood, shared and supported at the individual and strategic level; transition is supported to allow all learners' needs to be understood and ambitious targets set. Pupil voice will be maximised.	Performance management	SENCo Head Deputy Head	Termly / Annually
	SENCo trained to take on role of DSL	Evidence based approaches can be investigated and evaluated for suitability to our school's needs. Governor engagement will be improved. <i>Tackling Educational Disadvantage: a toolkit for North Yorkshire Schools, Marc Rowland (2017-18)</i> The transition phases of education are a risk-point for vulnerable learners. Increased capacity will help to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up. <i>Closing the attainment gap: key lessons learned in the EEF's first six years.</i>		SENCo	
	Recording of incidents on CPOMS and SLT alerted	This process enables chronological information to be collected and shared between staff, making barriers understood, informing teaching / support.	Termly Monitoring Reports	All staff	On-going
	Training of TAs	MITA details areas where TA deployment / preparedness / skills can be improved to maximise	Performance management	Deputy Head	On-going

		<p>their impact on pupil progress and details strategies that are proven to be detrimental.</p> <p>EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p> <p><i>Closing the attainment gap: key lessons learned in the EEF's first six years.</i></p>				
					Budgeted cost	£14 000
					Total budgeted cost	£52 115

### Pupil Premium Summaries by subject to be completed July 2019

#### School / National Gap

Throughout the year, PPM number varied; numbers below are correct for the assessment period.

Y2	Expected Standard		Gap	Higher Standard		Gap
	School Disadvantaged	National		School Disadvantaged	National	
Maths	66	76		0		
Reading	66	75		0		
Writing	66	69		17		

6 pupils eligible for PPM funding; 1 has SEN also.

Y6	Expected Standard		Gap	Higher Standard		Gap
	School Disadvantaged	National		School Disadvantaged	National	
Maths	62.5	79		12.5	27	
Reading	87.5	73		12.5	27	
Writing		78			20	
EGPS	100	78		12.5	36	

Reading, writing, maths	62.5	51	+11.5	0	5	-5
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8 pupils eligible for PPM funding 2 with additional SEN.

#### In-school Data

Maths	% Not met EoY Expected	% Met EoY Expected +	% Exceeded EoY Expected	In school comparison with non-Pupil Premium ARE+ %	Total number of children in year group eligible for Pupil Premium
Y1	40	60	20	-22.8	5
Y2	33.3	66.7	0	-10	6
Y3	50	50	25	-32.8	4
Y4	28.6	71.4	14.3	-1	7
Y5	42.9	57.1	0	-13.7	7

Y1 - 5 pupils eligible for PPM funding; 2 have additional SEN.

Y3 – 3 pupils eligible for PPM Funding; 2 have additional SEN.

Y4 – 5 pupils eligible for PPM funding; 2 have additional SEN

Y5 – 6 pupils eligible for PPM funding; 3 have additional SEN

Reading	% Not met EoY Expected	% Met EoY Expected +	% Exceeded EoY Expected	In school comparison with non-Pupil Premium ARE+ %	Total number of children in year group eligible for Pupil Premium
Y1	40	60	20	-12.4	5
Y2	33.3	66.7	0	-3.3	6
Y3	50	50	25	22.4	4
Y4	28.6	71.4	28.5	-10.8	7
Y5	42.9	57.1	14.3	-31.1	7

Writing	% Not met EoY Expected	% Met EoY Expected +	% Exceeded EoY Expected	In school comparison with non-Pupil Premium ARE+ %	Total number of children in year group eligible for Pupil Premium
Y1	40	60	0	-15.9	5
Y2	33.3	66.7	16.7	-6.6	6
Y3	50	50	25	-14	4
Y4	28.6	71.4	14.2	-11.4	7
Y5	42.9	57.1	0	-17.9	7

#### EYFS

	% Below GLD	% Met GLD	% Exceeded GLD	In school comparison with non-pupil premium	Total number of children in year group eligible for Pupil Premium
GLD	This academic year there were no children eligible for PPM funding.				

#### **Summary evaluation of strategies employed.**

HQfT:	Throughout the year we have provided CPD to ensure staff can meet needs and understand the curriculum and the progression. CPD has included: Reading (new policy), Writing and feedback, MITA. We are now using the NCETM planning resources and CPD to enable teachers to push more children to GD.
Whole class approach to reading:	<p>Reading to the children promoted their engagement in oral comprehension activities; this allowed children to access a wider range of texts and offered them the opportunity to develop comprehension skills that showed capability where written attempts faltered. Analysis of in-year data identified a need to investigate persisting barriers to progress. From this we have adopted a new approach to Reading that includes: vocabulary building, spoken language; reading for pleasure; phonics and guided reading. We have supported CPD.</p> <p>Our Y6 outcomes show that 87.5% of our disadvantaged children reached the expected standard and 12.5% reached the higher standard, at present there is no national data to compare this to.</p> <p>66% of our Year 2 pupils eligible for PPM funding reached the expected standard but none reached the higher standard.</p> <p>In-school data for the other year groups shows that those without additional SEN are reaching the expected standard with some exceeding. We anticipate that our revised approach to reading will enable more pupils to reach the higher standard.</p>

Supporting self-esteem and learning behaviours:	<p>As we analysed the impact of this approach mid-year, we realised it was difficult to quantify so we invested in ELSA training. This has enabled us to create bespoke programmes with clear assessments informing both the content of the programme and that can be used to measure progress. The impact of this will be measurable from the end of Autumn 2019.</p> <p>Learning behaviours are a focus in the whole school improvement plan in the academic year 2019-20 in light of the new Ofsted outstanding criteria.</p>
Pupil Progress meetings: gaps and needs identified early.	<p>The meetings have been positive: pupils have been targeted and identified for support where needed (both where there are gaps and where we need to accelerate progress). The barriers have been made transparent at all levels within school so they can be met immediately and planned for in the future. Involving the SENCo / DSL has allowed a more detailed understanding of needs and how these can be met / accessing of external help where needed.</p> <p>Y6 outcomes for RWM show 62.5% of our children eligible for PPM funding reached the expected standard which is 11.5% above the National figure. This data would not have been as positive without targeted support agreed in these meetings.</p>
Kagan structures:	Limited success due to limitations in CPD (other priorities emerged throughout the year).
Pre/post – teaching:	Whilst this is useful and has promoted engagement in learning for many pupils we recognised that we needed to use a more diagnostic approach to target specific needs for some pupils; this informed the decision to invest in evidence-based interventions.
Narrative therapy R, KS1:	<p>The assessments within the programme show impact for all pupils on completion of the intervention. Furthermore, this intervention has been supportive for those referred to SALT for whom the wait for assessment is up to 18 weeks; the therapist advocates this intervention and was pleased to hear that they had had this support during the waiting time.</p> <p>Additionally, the intervention has useful resources that have supported children to access reading and writing in the classroom, especially in Year 1.</p> <p>Data for reading in Y1 and Y2 shows the majority of PPM children reaching the expected standard, those not have additional SEN.</p>
Focussed work on Mental Health:	The Compass Buzz training we have invested in this year has been particularly successful for a number of children who are now able to engage more in lessons because of interventions we were able to provide. Recognising that some children will have on-going needs we have further invested in ELSA training and Drawing and Talking to support these children long term and widen our offer of support.

<p>PSW supporting target families: Attendance – persistent absence has reduced</p>	<p>We have strengthened our relationships with specific families and as a result our persistent absence rate has reduced: Over 10% absence reduced from 11.83 to 9.14%. (Internal, to be verified when national data is published) Overall absence reduced from 6.08 to 4.05%.</p> <p>This has been positive for most of our PPM children who also have attendance difficulties: in Reading 8/13 achieved ARE (1 at GD); Mathematics – 6/13 achieving ARE. For those that did not achieve ARE, 4 have additional SEN or a medical condition. We continue to identify children throughout school whose attendance may be a risk and offer support to families to overcome any problems.</p>
<p>Investment in Evidence-based interventions / TA training: Success@arithmetic / Project X CODE / IDL Cloud</p>	<p>IDL cloud has been running throughout the year: most children have made good, measurable progress in the reading accuracy, comprehension and spelling scores. Those whose progress has been lesser are targeted for additional SEN intervention (structured phonics / spelling programmes).</p> <p>Data for reading supports this finding: in all year groups the majority of PPM children are achieving Expected+. Similarly in writing, but we have more PPM children exceeding the expected standard. In both subjects there is an in-school gap between PPM and non-PPM which in most cases could be overcome by one more pupil achieving the expected standard in each standard; this will be discussed in the next round of Pupil Progress Meetings.</p> <p>The training for Maths (Success@Arithmetic) and Reading (Project X CODE) occurred 2/3 way through the year so the impact of this will be assessed in the coming academic Year 2019-20.</p>
<p>SENCo / Vulnerable Learners' role: DSL / CPOMS</p>	<p>The SENCo is also the DSL; the benefit of this has been a greater understanding of vulnerabilities which has identified needs and targeted support in school / externally to be identified sooner. This impact has only been relevant to a minority of our PPM pupils. CPOMS has improved record-keeping and allows a chronology to be accessed where concerns are raised or emerging.</p>