

Pupil premium strategy statement (primary)

1. Summary information					
School	Aycliffe Drive Primary School				
Academic Year	2020/21	Total PP budget	94,000	Date of most recent PP Review	July 20
Total number of pupils	331	Number of pupils eligible for PP	81	Date for next internal review of this strategy	July 21

2. Attainment at the end of 2019 (no 2020 data)		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	86	75
progress in reading	4.8	0.3
progress in writing	3.2	0.3
progress in maths	5.5	0.4

3. Barriers to future attainment (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.	Arithmetic: Review meetings with teachers indicate lower arithmetic skills for many disadvantaged and other pupils, which will have been exacerbated by the shutdown of schools in 2020.
B.	Reading: As a result of pupil voice and pupil reviews, it was identified that disadvantaged pupils are not accessing texts sufficiently challenging for their age group and expectations. Reading is also not carried out at home in comparison with their peers. This affects development of language and writing. Pupils will have had limited access to reading materials because of shutdown of schools in 2020.
C.	Writing: Monitoring of writing has shown disadvantaged pupils often find sentence construction and grammar difficult – in part due to poor language skills.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D	There is a high level of social care needs amongst some families where children are eligible for Pupil Premium, resulting in emotional needs, reduced ability to support children at home and little access to enrichment activities. Shutdown of schools in 2020 will have added to these issues.
E	Poor language skills within the home impact on spoken and written language at school.
F	Attendance of a small group of disadvantaged and vulnerable families remains below national expectations.

4. Desired outcomes

A.	As a result of significant and continuing work on arithmetic as part of maths fluency, PPG pupils across the school achieve expected and accelerated progress in maths, closing the gap between themselves and their peers and improving attainment.	Year 6 pupils are able to successfully complete arithmetic assessments. Pupils make expected or accelerated progress in maths across the school SEND pupils make significant steps of progress appropriate to their needs. The gap between PPG and Non PPG making expected progress is reduced Accelerated progress reduces the attainment gap between PPG pupils and others.
B.	Across the school there is a significant improvement in pupils' access to appropriate reading and comprehension materials resulting in expected and accelerated progress being made in all year groups by PPG pupils.	There is little or no gap between PPG pupils and their peers in reading progress. This closes the gap in attainment.
C.	PPG pupils achieve expected and accelerated progress in writing through an improved understanding of writing structures, closing the gap between themselves and their peers. .	Pupils make expected or accelerated progress SEND pupils make significant steps of progress appropriate to their needs. The gap between PPG and Non PPG making expected progress is reduced
D.	Increased confidence and focus of disadvantaged pupils leading to sustained attainment and expected or accelerated pupil progress in maths and reading by the end of KS2, building on the good work that continued last year.	Pupils make expected or accelerated progress from end of KS1 to KS2. The gap between PP pupils attainment and National other is reduced by to 10% or less in reading and 15% or less in maths There is little or no gap between PP pupils progress and other pupils nationally
E.	Year 2 and Year 6 PP pupils make expected or accelerated progress across all core subjects, particularly in reading and writing.	PP pupils make progress in line with other pupils in school and nationally in end of key stage SATs
F.	Support is given for pupils emotional and social needs so that they are ready to learn.	Pupils identified as having social and emotional problems are making progress in line with their peers (in school data) Teachers report pupils as having a positive attitude to their learning. Pupils show resilience in their learning.
G.	To provide PP pupils with access to a variety of enrichment activities	A high number of PP pupils attend clubs. All pupils have regular access to Forest School. Access is provided for breakfast club to most needy families. All pupils regularly attend trips and curriculum enrichment activities.

H.	Increased attendance rates for pupils eligible for PP	PP attendance is at xx% (last years was xxx%) Gap is reduced so that is no significant gap between PP and other pupils. Improved attendance for target families and individuals below xx% to xx% + by year end.
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5. Planned expenditure

Academic year

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 and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
As a result of significant and continuing work on arithmetic as part of maths fluency, PPG pupils across the school achieve expected and accelerated progress in maths, closing the gap between themselves and their peers and improving attainment.	<p>Staff training on the following.</p> <ul style="list-style-type: none"> Arithmetic expectations by the end of KS1 and KS2 Increased daily arithmetic practice as part of maths fluency Regular summative assessment to support and encourage progress 	<ul style="list-style-type: none"> Review meetings with teachers indicate lower arithmetic skills for many disadvantaged and other pupils. Assessments of pupils in year 2 and 6 at the beginning of the academic year indicated poor use of arithmetic strategies and arithmetic knowledge. 	<p>Monitoring of assessments</p> <p>Lesson observation – maths fluency.</p> <p>Pupil Progress meetings</p> <p>Pupil interviews</p>	PPG leader	
Disadvantaged pupils have caught up with their peers by the end of the year.	<ul style="list-style-type: none"> Focus groups to work with those pupils who have fallen behind with arithmetic skills – particularly those in need of catch up due to shutdown of schools in 2020 	<ul style="list-style-type: none"> Around 30% of disadvantaged pupils did not engage consistently with online learning Disadvantaged pupils who returned to school in June needed catch up before returning to previous levels. 	<p>Regular monitoring of intervention groups</p> <p>Pupil progress meetings</p> <p>Pupil interviews</p>	PPG leader Maths Leader	

<p>Across the school there is a significant improvement in pupils' access to appropriate reading and comprehension materials resulting in expected and accelerated progress being made in all year groups by PPG pupils.</p>	<ul style="list-style-type: none"> • Staff to carry out an audit of reading materials in their classrooms • Staff to regularly monitor the reading material that their pupils are accessing • Regular use of comprehension materials to improve understanding of questioning. 	<ul style="list-style-type: none"> • As a result of pupil voice and pupil reviews, it was identified that disadvantaged pupils are not accessing texts sufficiently challenging for their age group and expectations. • Reading is also not carried out at home in comparison with their peers. This affects development of language and writing. • Pupils will have had limited access to reading materials because of shutdown of schools in 2020. 	<p>Work scrutiny Lesson study Pupil Progress meetings Pupil interviews</p>	<p>PPG leader English lead</p>	
<p>PPG pupils achieve expected and accelerated progress in writing through an improved understanding of writing structures, closing the gap between themselves and their peers</p>	<p>Staff are given training in the following.</p> <ul style="list-style-type: none"> • Effective assessment for learning • Marking and feedback with the children, as part of the lesson • Modelling of writing • Shared writing 	<p>Monitoring of writing has shown disadvantaged pupils often find sentence construction and grammar difficult – in part due to poor language skills.</p>	<p>Pupil Progress meetings to monitor Progress</p> <p>Formative Assessment</p>	<p>PPG leader</p>	
<p style="text-align: right;">Cost Implications Part cost of;</p>					<p>Training for TA TA attached to classes to carry out assessments and focus groups</p>
<p style="text-align: right;">Total budgeted cost</p>					
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and</p>	<p>How will you</p>	<p>Staff</p>	<p>When will you review</p>

		rationale for this choice?	ensure it is implemented well?	lead	implementation?
<ul style="list-style-type: none"> • TPP pupils are given effective support in the provision of arithmetic. • The proportions of pupils making expected progress and exceeding expected progress is good • Gaps are closing between PPG pupils and non PPG pupils within the school. 	<ul style="list-style-type: none"> • Staff complete provision maps for PP pupils • PP lead monitors interventions and data to ensure they are effective • PP meetings take place once a term to discuss provision 	<p>Identification and monitoring of provision is needed to ensure provision is effective. Regular analysis of interventions and teaching to ensure its effectiveness.</p>	<p>Pupil Progress meetings to monitor Progress</p> <p>Formative Assessment</p>	<p>PPG leader Maths Leader</p>	
<ul style="list-style-type: none"> • Arithmetic sessions across the whole school are embedded. • Arithmetic strategies are effective and accurate for all pupils. 	<p>Daily arithmetic practice added to maths fluency.</p> <p>Regular learning walks to check on arithmetic sessions.</p>	<p>Review meetings with teachers indicate lower arithmetic skills for many disadvantaged and other pupils, which will have been exacerbated by the shutdown of schools in 2020</p>	<p>lesson observations, Learning Walks and pupil voice.</p>	<p>PPG leader Maths Leader</p>	

<p>Across the school there is a significant improvement in pupils' access to appropriate reading and comprehension materials resulting in expected and accelerated progress being made in all year groups by PPG pupils.</p>	<ul style="list-style-type: none"> • Guided reading sessions in all classes to include challenging texts and reading fluency techniques • Comprehension sessions that focus on the types of questions that pupils are asked in a reading assessment paper. 	<ul style="list-style-type: none"> • As a result of pupil voice and pupil reviews, it was identified that disadvantaged pupils are not accessing texts sufficiently challenging for their age group and expectations. • Reading is also not carried out at home in comparison with their peers. This affects development of language and writing. • Pupils will have had limited access to reading materials because of shutdown of schools in 2020. 		<p>PPG leader Maths Leader</p>	
<p>PPG pupils achieve expected and accelerated progress in writing through an improved understanding of writing structures, closing the gap between themselves and their peers</p>	<ul style="list-style-type: none"> • Focus groups to support pupils with writing and sentence structure • Shared and modelled writing strategies to be used. 	<p>Monitoring of writing has shown disadvantaged pupils often find sentence construction and grammar difficult – in part due to poor language skills.</p>			
<p>Cost Implications Part cost of;</p>					<p>Ta to monitor and sort reading Focus groups Intervention/catch up groups TA to support Guided Reading</p>
<p>Total budgeted cost</p>					<p>£</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and</p>	<p>How will you</p>	<p>Staff</p>	<p>When will you review</p>

		rationale for this choice?	ensure it is implemented well?	lead	implementation?
<p>Provision is effective, and where it is not it is changed and improved.</p> <p>Teachers are held to account for the provision for PPG pupils. All pupils entitled to pupil premium will make good or better progress The attainment of pupils entitled to pupil premium will be in line with or better than other pupils Termly analysis of data will indicate that the gap is closing for pupils entitled to Pupil Premium Tracking of Pupil Premium will clearly identify spend and the impact on outcomes for pupils</p>	<p>Targeted intervention; targets to be measurable</p> <p>Provision reviewed termly and adjusted according to changing needs of pupils</p> <p>Focused teaching groups taught by experienced teachers and TA.</p> <p>Observation of interventions with specific focus on PP children.</p> <p>Impact of interventions to be monitored through half-termly PPMs and observations</p> <p>Discussion of pupil progress</p>	<p>Teachers need to be fully aware of their roles and responsibilities.</p> <p>Teachers must have a working knowledge of the barriers to their pupils learning and implement effective strategies to support them.</p> <p>PPG grant must be spent in a way that has the most impact.</p>	<p>Pupil Interviews</p> <p>Lesson observations to focus particularly on learning and progress of disadvantaged pupils (see monitoring schedule)</p> <p>Observations of all identified interventions. Work scrutiny Data analysis</p> <p>Progress meetings</p>	PPG leader	
<p>A closing gap between PPG pupils and their peers in attendance</p> <p>Steps taken improve attendance for those children where it is an issue. There is an improvement in their attendance across the 2020/21 academic year. Families with attendance below 80% in July 20 increase to above 90% in July 21 Covid 19 is not adversely having an effect on PPG attendance</p>	<p>Meetings between parents and the Head.</p> <p>Assemblies and work in class on the importance of attendance</p> <p>Parents contacted if attendance drops below 95%</p> <p>Class attendance cup</p> <p>Rewards for good attendance Work with County attendance officer</p> <p>Work with parents to reassure them of the safety measures being carried out in school.</p>	<p>Attendance for pupils, particularly PPG pupils continues to fall below national levels.</p> <p>Attendance for a small group of families is consistently poor.</p>	<p>Identification of pupils whose attendance is causing a barrier to learning Regular checks by attendance officer of PPG attendance</p>	PPG leader	
<p>Social and emotional problems are prevented from becoming a significant barrier to learning Families in need are either supported by us or given the</p>	<ul style="list-style-type: none"> • Employment of a full time pastoral support worker to work with vulnerable pupils and their families • Pastoral worker to provide 	<p>Increasing numbers of pupils are arriving at the school with the need for social and emotional support.</p>	<p>PPG lead to monitor learning behaviour and social skills through pupil interviews.</p>	PPG leader	

<p>tools to find support elsewhere.</p> <p>Pupils with specific social and emotional issues are given support and there is a reduced barrier to their learning.</p> <p>Children are able to reach their potential - make expected progress – and possibly accelerated progress.</p> <p>Families in need are either supported by us or given the tools to find support elsewhere.</p> <p>Pupils with specific social and emotional issues are given support and there is a reduced barrier to their learning.</p>	<p>services such as protective behaviours</p> <ul style="list-style-type: none"> • Counselling • Draw and talk etc often as a direct result of work alongside CSF <p>Provision of a lunchtime club for pupils with friendship issues</p>	<p>CSF request support with follow up work.</p> <p>Families increasingly require help.</p> <p>There is a high level of social care needs amongst some families where children are eligible for Pupil Premium, resulting in emotional needs, reduced ability to support children at home and little access to enrichment activities.</p>			
<p>The cultural gap between PPG pupils and other pupils is addressed in order to give them the best opportunities to make progress in foundation subjects outdoor opportunities are provided for all areas of the curriculum to reinforce learning There are improved cultural experiences for PPG children Provision of a wide range of activities to broaden their cultural experience and understanding of foundation subjects e.g. history Extended opportunities to help working families</p>	<ul style="list-style-type: none"> • Extra-Curricular Opportunities. To provide a practical focus for learning that will help improve opportunities for disadvantaged children to study the real world • Take One Picture work with National Gallery • After school clubs other than those provided by sports funding – discovery, choir, gardening when safe to do so. 	<p>There is a high level of social care needs amongst some families where children are eligible for Pupil Premium, resulting in emotional needs, reduced ability to support children at home and little access to enrichment activities.</p>	<p>Monitoring of provision for PPG pupils</p>	<p>PPG leader</p>	
<p>Outdoor opportunities are</p>	<p>Full time forest school leader for</p>	<p>Current practice has shown an</p>	<p>Monitoring of</p>	<p>PPG leader</p>	

<p>provided for all areas of the curriculum to reinforce learning. Improved cultural experiences for PPG children. Provision of a wide range of activities to broaden their cultural experience and understanding of foundation subjects e.g. history</p>	<p>delivery of the curriculum outdoors In order to provide a practical focus for learning that will help improve opportunities for disadvantaged children to study the real world.</p>	<p>improvement in confidence and language skills through our work out of the classroom. Enrichment opportunities out of the classroom bring learning to life and pupils are better able to access the curriculum.</p>	<p>provision for PPG pupils</p>		
<p>Pupils who are both PP and SEND are not at an adverse disadvantage to their peers and are making expected progress Provision is appropriate and focussed from a secure baseline.</p>	<p>Employment of specialist SEND teacher to support INCO to work with pupils in small groups and 1 to 1 Termly reading tests and analysis (SEND) Implementation of maths assessments(SEND) Speech and language screening tool in foundation stage, and in other year groups where appropriate Case studies written to evidence the significant progress made by SEND pupils outside of the National Curriculum New spelling and reading resources to be used with the year 6</p>	<p>Pupils taking ks1 and ks2 SATs tests are finding them increasingly difficult to access. Steps need to be taken to ensure the curriculum for these pupils is challenging enough to ensure they can access some of these materials</p>	<p>Termly SEND pupil progress meetings Specialist SEND assessments Use of IALD in early years Observations of the provision Progress reviewed by PPG leader at PPG progress meetings</p>	<p>INCO</p>	
<p>Cost Implications Part cost of;</p>					<p>Specialist staff</p> <ul style="list-style-type: none"> • Attendance officer • Pastoral Support Worker • Specialist SEND Teacher
<p>Total budgeted cost</p>					<p>£</p>

6. Review of Expenditure for Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact:	Lessons learned (and whether you will continue with this approach)	Cost
<p>To reduce the gap in attainment between PPG pupils and their peers</p> <p>Disadvantaged pupils make progress in line with non-disadvantaged pupils</p> <p>Attainment gap in Y6 between disadvantaged and non-disadvantaged pupils has been reduced from the gap in year 5</p> <p>To support PPG pupils with specific maths skills in order to accelerate progress.</p> <p>Disadvantaged pupils make expected or accelerated progress. Gap closes between PPG and other pupils.</p>	<p>Maths monitoring to be undertaken by PPG leader, focussing purely on the learning of PPG pupils, particularly those not making expected progress, in addition to any monitoring undertaken by the maths leader.</p> <p>Maths Leaders to ensure that the appropriate tables are taught well in appropriate year groups</p> <p>Year 4 teachers to prepare year 4 pupils for the Maths table check</p> <p>Head teacher to track year 1 to 4 year groups by awarding stars on the star chart in her room for every table learnt</p> <p>Tables provision is monitored as part of PPG</p>	<p>PP pupils in UKS2 were on track to achieve National standard or very close. Progress was beyond expected.</p> <p>PP reviews indicated PPG pupils making good progress in maths up to school closure in March.</p> <p>Tables Testing in May 19 was good and pupils were on track in 2020.</p> <p>UKS2 pupils displayed gaps in arithmetic knowledge.</p> <p>They did not sustain all tables' knowledge and apply it immediately until further practice was applied.</p> <p>Considerable arithmetic catch up was needed.</p>	<p>Focus on reasoning and strategies had led to a decrease in the amount of arithmetic practice pupils have been given. PP pupils in year 6 and year 2 show clear gaps in their arithmetic knowledge and skills.</p>	

<ul style="list-style-type: none"> To ensure that continued provision of the English curriculum is consistent across the school, and is supporting PPG pupils effectively Disadvantaged pupils make progress in line with non-disadvantaged pupils 	<p>Reading and writing monitoring to be undertaken by PPG leader, focussing purely on the learning of PPG pupils, particularly those not making expected progress, in addition to any monitoring undertaken by the English leader.</p> <p>English provision which includes PPG pupils is identified.</p> <p>Achievable and smart targets are set for each provision.</p>	<p>Writing monitoring carried out. All Teacher assessments accurate.</p> <p>Marking efficiency identified as an area for development.</p>	<p>Work on effective assessment for learning.</p> <p>Assessment for learning to be used to minimise marking following return after Covid 19 shutdown</p>	
			Total budgeted cost	£46,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Impact:	Lessons learned (and whether you will continue with this approach)	Cost
<p>To ensure PP pupils are given effective support in the provision of maths.</p> <p>The proportions of pupils making expected progress and exceeding expected progress is good</p> <p>Gaps are closing between PPG pupils and non PPG pupils within the school.</p>	<p>3 mental fluency sessions of 10 to 15 minutes per week in all classes. Staff meeting on Maths fluency 2 September 19. Maths fluency Learning Walk with Maths adviser and both Maths Leaders.</p> <p>Staff complete provision maps for PP pupils PP lead monitors interventions and data to ensure they are effective PP meetings take place once a term to discuss provision</p> <p>Maths Leaders to ensure that the appropriate tables are taught well in appropriate year groups</p>	<p>PP pupils in UKS2 were on track to achieve National standard or very close. Progress was beyond expected.</p> <p>PP reviews indicated PPG pupils making good progress in maths up to school closure in March.</p> <p>Tables Testing in May 19 was good and pupils were on track in 2020.</p> <p>UKS2 pupils displayed gaps in arithmetic knowledge.</p> <p>They did not sustain all tables' knowledge and apply it immediately until further practice was applied. Considerable arithmetic catch up was needed.</p>	<p>Focus on reasoning and strategies had led to a decrease in the amount of arithmetic practice pupils have been given. PP pupils in year 6 and year 2 show clear gaps in their arithmetic knowledge and skills.</p>	
Total budgeted cost:				£36,800

iii. Other approaches				
Desired outcome	Chosen action/approach	Impact:	Lessons learned (and whether you will continue with this approach)	Cost
<p>To ensure provision is effective, and where it is not it is changed and improved.</p> <p>To hold teachers to account for the provision for PPG pupils. All pupils entitled to pupil premium will make good or better progress The attainment of pupils entitled to pupil premium will be in line with or better</p>	<p>Targeted intervention; targets to be measurable Provision reviewed termly and adjusted according to changing needs of pupils Focused teaching groups taught by experienced teachers. Observation of interventions with specific focus on PP children. Impact of interventions to be monitored through half-termly PPMs and observations</p> <p>Discussion of pupil progress</p>	<p>Short term reviews up to March show pupils making progress.</p> <p>Data insufficient to draw clear conclusions.</p>	<p>Focus will now be on the quality of teaching as well as looking at intervention or small group work in line with government and EEF guidance.</p> <p>Monitoring will include making sure whole class teaching approaches support PPG pupils.</p>	
<p>To close the gap between PPG pupils and their peers in attendance Steps taken improve attendance for those children where it is an issue. There is an improvement in their attendance across the 2019/20 academic year.</p>	<p>Meetings between parents and the Head. Assemblies and work in class on the importance of attendance Parents contacted if attendance drops below 95% Class attendance cup Rewards for good attendance Work with County attendance officer</p>	<p>Some improvements up until February, however Covid 19 impacted even before shutdown.</p>	<p>Parental confidence in the schools health and safety needs to be maintained in order to keep up good attendance.</p>	
<p>To prevent social and emotional problems becoming a significant barrier to learning Families in need are either supported by us or given the tools to find support elsewhere.</p>	<ul style="list-style-type: none"> • Employment of a full time pastoral support worker to work with vulnerable pupils and their families • Pastoral worker to provide services such as protective behaviours • Counselling • Draw and talk etc often as a direct result of work alongside CSF <p>Provision of a lunchtime club for pupils with friendship issues</p>	<p>Communication between school and the outside agencies working with these children was consistent. Pupils were able to attend if reluctant due to support of relevant staff Pupils new to the school were given settling in time at lunchtime club.</p>	<p>To continue as having a positive impact on pupils' wellbeing.</p>	

	<p>- to close the cultural gap between PPG pupils and other pupils in order to give them the best opportunities to make progress in foundation subjects To provide outdoor opportunities for all areas of the curriculum to reinforce learning To improve cultural experiences for PPG children Provision of a wide range of activities to broaden their cultural experience and understanding of foundation subjects e.g. history Extended opportunities to help working families</p>	<ul style="list-style-type: none"> • Extra-Curricular Opportunities. To provide a practical focus for learning that will help improve opportunities for disadvantaged children to study the real world • Purchase of special activities such as archery, visiting theatre groups and science workshops • Herts music school singing and ukulele lessons in KS2 • Take One Picture work with National Gallery 	<p>To Continue within the restrictions of Covid 19</p>	
<p>To provide outdoor opportunities for all areas of the curriculum to reinforce learning To improve cultural experiences for PPG children Provision of a wide range of activities to broaden their cultural experience and understanding of foundation subjects e.g. history Extended opportunities to help working families</p>	<p>Full time forest school leader for delivery of the curriculum outdoors Outdoor learning opportunities to be highlighted in curriculum Extra-Curricular Opportunities. To provide a practical focus for learning that will help improve opportunities for disadvantaged children to study the real world planning. Purchase of special activities such as archery, visiting theatre groups and science workshops Herts music school singing/Ukelele</p>	<p>Forest school continues to provide a rich environment that reinforces the work done by the pupils in class. Teachers regularly comment on how many pupils, who do not speak out in class, become lively and vocal in forest school.</p>	<p>This has provided a valuable opportunity to close the “cultural Capital gap. Pupils benefit from the opportunity to work in a completely different environment. Enrichment opportunities continue to support PPG pupils</p>	

	<p>Pupils who are both PP and SEND are not at an adverse disadvantage to their peers and are making expected progress Provision is appropriate and focussed from a secure baseline.</p>	<p>Employment of specialist SEND teacher to support INCO to work with pupils in small groups and 1 to 1 Termly reading tests and analysis (SEND) Implementation of maths assessments(SEND) Speech and language screening tool in foundation stage, and in other year groups where appropriate Case studies written to evidence the significant progress made by SEND pupils outside of the National Curriculum New spelling and reading resources to be used with the year 6</p>	<p>Termly reading and maths tests show exceptional progress for UKS2 pupils Work on specific learning skills has a positive impact on learning within the class, as a result of continued communication between teachers.</p>	<p>To continue but with a focus on year 3,4 and 5</p>
<p>Cost</p>				<p>£9,200</p>