

**FOCUS:**

- Closing the gap for PP pupils attainment with a particular focus on end of KS1 results for R, W and M.
- Last year our data showed that none of our PP pupils were EXS or GDS for end of KS1 in R, W or M.
- How would additional support benefit these children?
- What support would be effective?
- How would whole school data be effected?

**CONCERNS:**

- Engaging parents in new projects – ensuring that support that we are putting in place at school is accessible at home without the parents needing to input a great deal.
- Identifying a key person in school that both children and parents can access and gain support from when needed.
- In school we need to use our staff effectively to ensure the support is specific and measurable.
- If the intervention is not always data driven how can we measure outcomes?

**PLAN:**

- Introduce all elements of the project across the school years R – 4.
- Focus on year 2 pupils results, data is clear due to SATS.
- There are 7 pupils on the PP register in the year 2 cohort.
- Re-structure the nurture support staff to ensure they deliver sessions to our PP group that are inclusive of Theraplay theory alongside their academic need.
- Work more closely with the early years lead to put in place effective early intervention and speech sessions.
- Academic support plans to be written in a similar style to an SEND LSP ensuring targets are SMART. To be reviewed and updated half termly.
- Monitoring to take place half termly – sessions to be observed and modelled when necessary.
- Re-structure breakfast and HWK club to make more effective use of time.
- Provide all children with log in details and information about Bug Club, Grammar bug and Abacus maths. Share these with PP pupils in their sessions to inspire them to access them at home.

**EXPECTED OUTCOMES:**

Aim to achieve a higher percentage of pupils achieving the expected level for Reading, Writing and Maths at the end of the year.  
 Children to access activities at home without needing adult support.  
 Children to feel a sense of worth in their learning, avoiding that sense of underachieving/failing.

Data tracked termly and end of year data collected to monitor findings

Discussions with pupils and monitor the log in rate on sites and apps chosen

Boxall questionnaires to be completed before and after work

What makes the project different to others in school?  
 We run intervention for academic attainment and also for nurture and pastoral support. **IN THIS INSTANCE WE HAVE WORKED TO COMBINE THE TWO.**

**WHAT NEXT:**

- Develop our after school provision – tea time and healthy life styles clubs.
- Expand pastoral team and ensure CPD is provided for all.
- Continue to use support plans as a working document and continue to develop these with support from staff.

**RESULTS AND FINDINGS FOR YEAR 2:**

- Boxall results show that all children had greater feeling of self worth and that there had been a change in their growth mind set.
- All except one pupil fully engaged in home activities and used the recommended sites frequently at home.
- The data below shows an outstanding improvement in our targeted data compared to actual, with only one pupil not meeting EXS at the end of the year, however she still made 6 steps progress and made progress on her boxall.

Pupil	Maths		Reading		Writing	
	Target	Actual	Target	Actual	Target	Actual
MM	WTS	EXS	WTS	EXS	WTS	EXS
EB	WTS	EXS	WTS	EXS	WTS	EXS
LH	WTS	WTS	WTS	WTS	WTS	WTS
MW	WTS	WTS	WTS	EXS	WTS	EXS
BH	WTS	EXS	WTS	EXS	WTS	EXS
ZW	EXS	GDS	EXS	GDS	EXS	GDS
KK	EXS	EXS	WTS	EXS	EXS	EXS

	Maths		Reading		Writing	
	Target %	Actual %	Target %	Actual %	Target %	Actual %
EXS/GDS	29%	71%	14%	86%	29%	86%
WTS	71%	29%	86%	14%	71%	14%