FOCUS:
Historically we focus on narrowing the gap for SEND pupils....what if we are missing a group.....
Children that don't necessarily fit into the tracked SEND group, however they fail to achieve the expected level at the end of the academic year in the core subjects.....
How would additional support benefit these children?
How would whole school data be effected?

This group of pupils make up just over 70% of our pupil premium students in school.

PLAN:
- Pilot the project in year 2 – Focussing on 90 pupils, Data is clear due to SATS.
- There are 7 pupils on the PP register in the cohort.
- Re-structure the nurture support staff to ensure they deliver session to our PP group that are inclusive of Theraplay theory alongside their academic need.
- Academic plans to be written in a similar style to an 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.
- 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.

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: Due to the success in year 2, we plan to introduce the same system in year 4. Future planning; if for a second year we see positive outcomes we will look for ways to fund the project for ALL year groups.

CONCERNS:
Support in addition to WAVE 1 quality first teaching for a group that is not SEND will have an additional cost.
More then half of the pupils fall under the PP bracket which typically represent children from our deprived families who do not engage in work at home. The support needs to be accessible at home without the parents needing to input a great deal.
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?

EXPECTED OUTCOMES:
Aim to achieve a higher percentage of pupils achieving the expected level for their year in Maths, Reading and Writing.
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

RESULTS AND FINDINGS:
- 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 making the progress we expected to see over the year.

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%