

Newington Green Primary School



Pupil Premium Report 2013

Newington Green Primary School received £159,000 Pupil Premium funding in the financial year 2012-13. The funding was based on the number of children on roll who were in receipt of free school meals (FSM) from the local authority in January 2012. We are committed as a school to ensure that this money is spent to significant effect.

Newington Green is an oversubscribed on entry, two form entry school, with a 52 place Nursery. The school works in partnership with the Factory Children's Centre, who run our extended services provision.

The school serves a diverse community. 79% of children are eligible for free school meals (ever 6). The school's deprivation indicator is 0.51, which is significantly higher than the national average of 0.24.

We have high aspirations for all the children in our school community and believe that all children should be given the opportunity to reach their full potential. We seek, as a school community, to provide personalised learning opportunities and targeted support to allow every child to flourish.

As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

Provision

In order to meet the above requirements, the Governing Body of Newington Green Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

Our priorities at Newington Green Primary School are:

- To narrow the gap for those pupils not on track to achieve Level 4 at the end of KS2.
- To ensure early identification of additional needs and to promote early intervention programmes.
- To ensure that there is extra adult support to facilitate emotional and social development.
- To use academic research (Sutton Trust report, Carol Dweck, John Hattie)to make informed choices about the most suitable intervention programmes to use with our children to ensure we are promoting accelerated learning.

This provision will include:

- Facilitating pupils' access to education.
- Facilitating pupils' access to the curriculum.
- Additional teaching and learning opportunities.
- Alternative support and intervention, arranged through a pupil's parents, where funds are available after securing the school's own programme.
- Provision of extra-curricular learning.
- Provision for more able pupils.

Expenditure 2012/2013

Intervention and cost	Description	Impact and approximate spend																																																						
<p>Learning mentor</p> <p>Approx cost with resources £33,000</p>	<p>Targeted support to promote achievement in pupils whose emotional, behavioural and social needs provide barriers to their attainment.</p> <p>The role includes developing, agreeing and implementing time bound action plans for identified pupils, one to one mentoring with pupils needing support, small group sessions in nurture, self-esteem, conflict resolution and promoting friendships.</p> <p>The role also includes work with parents, external agencies and secondary schools.</p>	<p>55 children in the school from years 2-6 worked with the Learning Mentor. 50 children EFSM 5 NFSM</p> <p>Impact on behaviour and engagement in learning</p> <p>Quotes from Ofsted December 2011 <i>'Outstanding care, guidance and support generates great confidence in the pupils when facing new experiences such as moving year group or transferring to secondary school.'</i></p> <p><i>'Pupils show respect for each other and are polite and courteous towards visitors. The new behaviour policy has led to greater consistency in the way all members of staff manage the pupils' behaviour. As a result, pupils behave well and get on harmoniously together, irrespective of their backgrounds.'</i></p> <p>Quotes from children on the caseload.</p> <p><i>'When I first started the group session I felt very shy, Jennifer helped me to feel warm, i found out that there are other children that feel the same as me. So now I don't feel so alone and now I can talk openly in the group Thank you Jennifer you are the best.'</i></p> <p><i>I really like working with my mentor, she has helped me so much with my temper .At first it was hard, because I was still following my friends and getting into trouble. Now I keep away from them in the playground and in class.</i></p> <p><i>These sessions really help to not keep my true feelings inside and tell people what going on for me, like my father being ill, Jennifer helped me to understand and she helped my mum too.</i></p> <p>Attainment and progress</p> <p>Year 2 children- 8 children on caseload 7 EFSM 1 NFSM</p> <table border="1" data-bbox="544 1137 1240 1223"> <thead> <tr> <th colspan="3">Average Point Score Progress for targeted children in Y2</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>4.8 APS</td> <td>4.9 APS</td> <td>5.3 APS</td> </tr> </tbody> </table> <p>Year 3 children- 9 children on caseload 9 EFSM</p> <table border="1" data-bbox="544 1328 1240 1413"> <thead> <tr> <th colspan="3">Average Point Score Progress for targeted children in Y3</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>3.8 APS</td> <td>3.3 APS</td> <td>4.3 APS</td> </tr> </tbody> </table> <p>Year 4 children- 9 children on caseload 8 EFSM 1 NFSM</p> <table border="1" data-bbox="544 1518 1240 1603"> <thead> <tr> <th colspan="3">Average Point Score Progress for targeted children in Y4</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>3.3 APS</td> <td>3.3 APS</td> <td>3.8 APS</td> </tr> </tbody> </table> <p>Year 5 children- 15 children on caseload 14 EFSM 1 NFSM</p> <table border="1" data-bbox="544 1709 1240 1794"> <thead> <tr> <th colspan="3">Average Point Score Progress for targeted children in Y5</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>3.3 APS</td> <td>2.9 APS</td> <td>4.1 APS</td> </tr> </tbody> </table> <p>Year 6 children -14 children on caseload. 12 children EFSM 2 children NFSM</p> <table border="1" data-bbox="544 1899 1240 2007"> <thead> <tr> <th colspan="3">Average Point Score Progress from KS1-KS2 for targeted children in Y6</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>11.8 APS</td> <td>13.1 APS</td> <td>13.2 APS</td> </tr> </tbody> </table> <table border="1" data-bbox="544 2056 1240 2141"> <thead> <tr> <th colspan="3">Average Point Score Progress for targeted children in Y6</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>2.3 APS</td> <td>4.8 APS</td> <td>5.2 APS</td> </tr> </tbody> </table>	Average Point Score Progress for targeted children in Y2			Reading	Writing	Maths	4.8 APS	4.9 APS	5.3 APS	Average Point Score Progress for targeted children in Y3			Reading	Writing	Maths	3.8 APS	3.3 APS	4.3 APS	Average Point Score Progress for targeted children in Y4			Reading	Writing	Maths	3.3 APS	3.3 APS	3.8 APS	Average Point Score Progress for targeted children in Y5			Reading	Writing	Maths	3.3 APS	2.9 APS	4.1 APS	Average Point Score Progress from KS1-KS2 for targeted children in Y6			Reading	Writing	Maths	11.8 APS	13.1 APS	13.2 APS	Average Point Score Progress for targeted children in Y6			Reading	Writing	Maths	2.3 APS	4.8 APS	5.2 APS
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AHT for teaching and Learning

Approx cost with resources £65,000

Team teaching and planning

Provide modelled lessons and opportunities to share good practice.

Provide Targeted CPD

Ensure there is consistency across year groups by monitoring and evaluating practice.

Support targeted individuals

Impact on teaching and learning

For 2012-13 100% of teaching observations were good or outstanding.

There has been a rapid rise in outcomes over 3 years at EYFS, KS1 and KS2.

There is evidence of closing the attainment gap across the academic year in the majority of classes.

Phonics subject knowledge and the teaching of phonics across the school have improved, leading to strong outcomes in the phonics screening check.

Overall, teachers have high expectations in terms of behaviour and the quality of learning produced. Consistent reference to the behaviour policy and well established classroom routines lead to calm and purposeful learning environments, which are observed consistently as good or outstanding

Lessons are well resources, include a range of practical and engaging activities and are usefully linked to real life contexts, allowing children to make connections in their learning.

Additional adults are planned for and well deployed in lessons, making a marked contribution to pupils' learning. All observations of support staff in 2012-2013 were graded good and outstanding.

Lessons are well structured and mini-plenaries are used effectively by many teachers to address misconceptions and check understanding.

A range of differentiation techniques are used to ensure that all children are challenged and make progress in lessons, including children self-selecting tasks or the use of peel-off techniques, which evidences the impact of CPD.

The language of dialogue is promoted in class enabling children to build on each other's ideas.

Collaborative learning and open ended tasks lead to challenge for the more able, which evidences the impact of CPD.

Learning objectives and success criteria are clearly shared with children, with some opportunities for children to generate their own success criteria.

Effective teaching of early reading has led to outstanding progress in EYFS and Year 1 and 2.

Pupils who have DSEN, FSM and EAL make similar or better progress than other pupils, this is because of highly effective intervention by teacher and teaching assistants. Of particular note is the progress of DSEN pupils who make outstanding progress in comparison the school's expectations of APS progress.

This year, in partnership with Cambridge Education Islington, we have set up our own Teaching and Learning Community (TLC). The aim is to develop assessment for learning techniques in our school, with a focus on children's progress. The project is based on the research and materials of Dylan Wiliam and John Hattie.

Impact on teachers involved in the TLC project

"I've loved seeing peoples' different teaching styles/classroom management. I've also really liked having a window of opportunity to be reflective with another teacher- it's great having the time to discuss and try out new things, which enrich our teaching and children's learning. I've really enjoyed the INSETs ... it's been nice seeing that some of the things you do in class anyway are valid and great for children's cognition and development".

'As we develop further by focusing/reflecting on different areas of a lesson it can only enhance my practice and benefit the children further.'

For attainment and progress data for KS1 and KS2 see the summary at end of document.

<p>Home school Worker Approx cost with resources £30,000</p>	<p>Targeted family work to support families in overcoming barriers to attendance and barriers to their children's learning.</p> <p>Organise courses and training sessions for parents and carers.</p> <p>Run attendance interventions for children whose attendance is below 90%</p> <p>Liaise with outside agencies to signpost families to appropriate services.</p>	<p>22 different parents/carers courses and workshops were run throughout the year.</p> <p>Extensive support was provided for parents to allow them to develop their own skills. (ESOL, Computer course, FAST project, National Careers Service, Laamiga, Claudia Jones organisation, Family Breakfast, Up and out – attendance project, Attendance and Sustaining Relationships with schools, Positive Parenting Programme, Housing Benefits Advice, Income Maximisation, Benefits workshop, Women's Health workshop.)</p> <p>Sessions were run to allow parents to support their children's learning throughout the curriculum. (Supporting your child in Maths Yrs 3-4, Supporting your Maths Yrs 5-6, Supporting your child with Literacy, Phonics, Story Sacks, International day, Parental Involvement workshop.)</p> <p>Impact on parents and families who attended the courses.</p> <p><i>' Thank you for encouraging me to do these courses because my boys are growing up and I need to help them, I can now work the computer and help read their books'</i></p> <p><i>'You've been trying all year to get me to do a course, I now know why because I feel so good about completing this'.</i></p> <p><i>'Thank you for letting me bring my baby to the all the courses because I'm too scared to leave her but I want to learn, and you made that happen.'</i></p> <p>Impact on families who the Home School Worker helped at times of need.</p> <p><i>'Every time I get stuck I know you will help me, thank you so much for always being here'.</i></p> <p><i>'This is great I didn't know you could get me a fridge, I've been getting anxiety attacks of how to raise the money for one.'</i></p> <p>Impact on attendance</p> <p>This year's overall absence figure is 4.96% (Authorised 3.67% and unauthorised 1.19%.) This is a 1.14% reduction from the previous year, which was 6.1%.</p> <p>80% of children who attended intervention sessions for children whose attendance was below 90%, had attendance above 90% by the end of the year.</p> <p><i>'Parul I'm never late because I wake my mummy now.'</i></p> <p><i>'Even when I have a headache or tummy ache I come to school because I know you will call my mum if it still hurts.'</i></p>														
<p>Small group reading programme for all children in Yr 1</p> <p>Approx cost with resources £23,000</p>	<p>4 x half hourly reading programme all year in small groups run by teachers and teaching assistants to promote early reading.</p>	<p>55 Children involved 31 FSM 24 NFSM</p> <p>Impact Year 1 Attainment</p> <table border="1" data-bbox="544 1429 1240 1570"> <thead> <tr> <th colspan="2">Phonics % achieving expected standard</th> </tr> </thead> <tbody> <tr> <td>PP at Newington Green</td> <td>88%</td> </tr> <tr> <td>Newington Green (all y1 pupils)</td> <td>87%</td> </tr> <tr> <td>National PP</td> <td>57%</td> </tr> <tr> <td>National</td> <td>69%</td> </tr> </tbody> </table> <p>The proportion of Pupil Premium pupils at Newington Green achieving the expected level in Year 1 phonics is 1% greater than the school average and 31% better than the national pupil premium average.</p> <p>Progress</p> <table border="1" data-bbox="544 1749 1418 1832"> <thead> <tr> <th>Amount of children in Y1 reading programme</th> <th>Average Point Score Progress for children in Y1 reading</th> </tr> </thead> <tbody> <tr> <td>55</td> <td>7.9 APS</td> </tr> </tbody> </table>	Phonics % achieving expected standard		PP at Newington Green	88%	Newington Green (all y1 pupils)	87%	National PP	57%	National	69%	Amount of children in Y1 reading programme	Average Point Score Progress for children in Y1 reading	55	7.9 APS
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Amount of children in Y1 reading programme	Average Point Score Progress for children in Y1 reading															
55	7.9 APS															

Small group reading programme for all children in Yr 2

(This is also attended by children in Y3 who achieved less than a 1a in their KS1 assessments.)

Approx cost £23,000 with resources

4 x half hourly reading programme all year in small groups run by teachers and teaching assistants to promote early reading.

51 Children involved
38 FSM 13 NFSM

Impact Y2

Phonics retakes in Y2 % achieving expected standard	
PP at Newington Green	94%
Newington Green	95%
National PP	62%
National	72%

The proportion of Pupil Premium pupils at Newington Green achieving the expected level in the Year 2 phonics retakes is 1% less than the school average but 32% better than the national pupil premium average.

The proportion of all children who retake the phonics benchmark in Y2 is 23% better than national.

Average point score at end of KS1 in reading	
PP at Newington Green	16.1
Newington Green (all y2 pupils)	16.2
National PP	14.8
National	16.3

The average point score for Pupil Premium pupils in reading at the end of KS1 is 0.1 less than all pupils. This is an increase of 1.4 points from 2011-2012 and 2.1 points from 2010-2011. It is also 1.3 greater than the national Pupil Premium APS.

Children achieving L2b + in reading	
PP at Newington Green	84%
Newington Green (all y2 pupils)	82%
National PP	67%
National	79%

The proportion of Pupil Premium pupils achieving the expected level in reading (2b) is 2% greater than all y2 pupils in the school and 17% greater than all Pupil Premium pupils nationally. This is a 20% increase from 2011-12 and a 34% increase from 2010/2011.

Progress

Amount of children in Y2 reading programme	Average Point Score Progress for children in Y2 reading programme
51	5.5 APS

Amount of children in Y3 on the reading programme	Average Point Score Progress for children in Y2 reading programme
6	4.3 APS

Catch up literacy

Approx cost £8000

This is a 1:1 adult/child reading intervention delivered by trained Teaching Assistants twice weekly for 15 minutes all year.

17 children from yrs 2-4
EFSM 17 children

Impact

Average Point Score Progress for children who did catch-up literacy	
Reading	Writing
4.3	4.1

When tested using the Salford reading test the average increase in reading age in eight months was 16.5 months.

Catch up numeracy

Approx cost £5000

This is a 1:1 adult/child numeracy intervention delivered by trained Teaching Assistants twice weekly for 15 minutes all year.

10 children from yrs 2-5
EFSM 9 children NFSM 1 child

Impact

Average point score progress in maths
4.4

<p>Speech and language groups</p> <p>Approx cost £700</p>	<p>A Small Speech and language group was run twice weekly by a trained HLTA</p> <p>A number of language groups were run in Reception across the cohort.</p>	<p>4 children in yrs 3-6 20 children in Reception.</p> <p>Impact All individual speech and language targets were achieved. 84% of children ended the year at age-related levels for PSED in Reception.</p>
<p>1-1 reading with teaching assistant</p> <p>Approx cost £7600</p>	<p>This is a 1:1 adult/child reading intervention delivered by a teaching Assistant 3 times a week for 10 minutes.</p>	<p>28 children in yrs 4 and 6 EFSM 27 children NFSM 1 child</p> <p>Impact Average progress this year of group in: Reading 2.3APS</p> <p>When tested using the Salford reading test the average increase in reading age in eight months was 13.4 months.</p> <p>This intervention had limited impact in terms of comprehension skills and will be reviewed when looking at upper key stage 2 reading next year.</p>
<p>Number box maths intervention</p> <p>Approx cost £2000</p>	<p>Number Box is a multi-sensory teaching system designed to establish early numeracy skills, for children who find it difficult to keep up with the pace of classroom learning. The sessions were run 1-1 for 10 mins for two terms by a trained teaching assistant.</p>	<p>16 children in yrs 2-4 EFSM 15 children NFSM 1 child</p> <p>Impact Average progress this year of group in: Maths 4.6 APS</p>
<p>Maths skills booster</p> <p>Approx cost £1400</p>	<p>Tailored maths interventions for groups of 6 children where teachers have identified gaps in the children's mathematical learning. Ran for 30 mins each week for 12 weeks. Groups were run by teaching assistants.</p>	<p>28 children in years 3-6 FSM 25 children NFSM 3 children</p> <p>Impact Average progress this year of group in: Maths 4.7 APS</p>
<p>Level 3 maths booster</p> <p>Approx cost £350</p>	<p>Small group sessions for children in year 2 targeted to get a level 3. Ran by a HLTA for 12 weeks for 1 hour each week.</p>	<p>10 children in Y2. 5 EFSM 5NFSM</p> <p>Impact Average progress this year of group in: Maths 5.2 APS 90% of the children in the group achieved a level 3 in their KS1 assessment.</p>
<p>Level 5/6 maths boosters</p> <p>Approx cost £350</p>	<p>Small group sessions for children in year 6 targeted to get a level 5 and 6. Ran by a HLTA for 12 weeks for 1 hour each week.</p>	<p>7 children in Y6 7 EFSM</p> <p>Impact Average progress this year of group in: Maths 5.1 APS</p> <p>Average progress of group in maths from KS1-KS2 14.3 APS</p> <p>86% achieved L5maths (1 FSM, 1 NFSM) No child achieved L6 maths in 2012/2013. - This will be a key area to develop in 2013-2014.</p>

Performance of disadvantaged pupils at end of KS2

Pupils achieving L4 by subject

Percentage of children achieving L4+ by subject			
	Reading	Writing	Maths
PP at Newington Green	83%	90%	93%
Newington Green (all y6)	82%	89%	91%
National PP	78%	73%	77%
National	86%	83%	85%

The proportion of Pupil Premium students at Newington Green achieving the expected level in Reading is 1.0% greater than the school average, and 5.0% greater than the National Pupil Premium average.

The proportion of Pupil Premium students at Newington Green achieving the expected level in Writing is 1.0% greater than the school average, and 17% greater than the National Pupil Premium average.

The proportion of Pupil Premium students at Newington Green achieving the expected level in Maths is 2.0% greater than the school average, and 16% greater than the National Pupil Premium average.

Pupils achieving level 4 or above in English and Maths

English and Maths Pupils achieving level 4 or above	
PP at Newington Green	76%
Newington Green (all y6 pupils)	75%
National PP	63%
National	75%

The proportion of Pupil Premium pupils at Newington Green achieving the expected level in both English and Maths is 1% greater than the school average and 13% greater than the national Pupil Premium average.

Average point score at the end of KS2 in the core subjects

Progress of pupils from KS1-KS2 by subject			
	Reading	Writing	Maths
PP at Newington Green	80%	95%	98%
Newington Green (all y6)	81%	95%	98%
National PP	84%	89%	91%
National	88%	91%	88%

The KS2 average point score for core subjects amongst Pupil Premium pupils is 0.3 greater than the school average and 1.2 greater than the national Pupil Premium average.

Progress of pupils from KS1-KS2

Overall average point score at end of KS2 in the core subjects	
PP at Newington Green	27.9
Newington Green (all y2 pupils)	27.6
National PP	26.7
National	28.3

The progress in maths amongst Pupil Premium pupils is in line with the school average and 4% greater than the national Pupil Premium average. The progress in writing amongst Pupil Premium pupils is in line with the school average and 6% greater than the national Pupil Premium average. The progress in reading amongst Pupil Premium pupils is 1% less than the school average and 4% less than the national Pupil Premium average. Progress in reading in KS2 will be a priority next year.

Performance of disadvantaged pupils at end of KS1

	2013	2012	2011
% of Pupil Premium Children achieving a L2 in reading	92% (82% 2b+)	69% (60% 2b+)	72% (50% 2b+)
% of Pupil Premium Children achieving a L2 in writing	92% (74% 2b+)	71% (63% 2b+)	69% (44% 2b+)
% of Pupil Premium Children achieving a L2 in maths	100% (84% 2b+)	83% (69% 2b+)	78% (53% 2b+)

At the end of KS1 2013

The proportion of Pupil Premium students at Newington Green achieving the expected level in Reading is 2.0% greater than the school average, and 17% greater than the National Pupil Premium average.

The proportion of Pupil Premium students at Newington Green achieving the expected level in Writing is 1.0% greater than the school average, and 25% greater than the National Pupil Premium average.

The proportion of Pupil Premium students at Newington Green achieving the expected level in Maths is 2.0% greater than the school average, and 20% greater than the All Pupil Premium average.

Overall average point score at end of KS1 in all subjects	
PP at Newington Green	15.8
Newington Green (all y2 pupils)	15.8
National PP	14.3
National	15.8

The overall results at the end of KS1 show that the attainment of children who are entitled to receive pupil premium is in line with their peers. It is 1.5 greater than the national APS for children who are entitled to the pupil premium.

Pupil Premium 2013-2014

During the financial year 2013-14, Newington Green Primary School has been allocated £247,500.00 Pupil Premium funding. The funding has increased from £600 to £900 per eligible pupil.

The school intends to use this funding to:

- Continue to employ a Home School Support Officer. This person will work with parents and carers to improve the punctuality and attendance of children, particularly those from vulnerable groups. They will also support families to promote early engagement with the school and their children's learning.
- Continue to have a full-time Learning Mentor to develop and support children's emotional, social and behavioural needs and to support the children through difficult times, e.g. transition.
- Continue to employ an Assistant Headteacher to support and enhance the teaching and learning across the school. It will be through this, in conjunction with other senior members of staff and class teachers, that we will be able to identify children in need of intervention, meet the needs of Gifted and Talented pupils, ensure all teaching is good and outstanding and raise standards throughout the school. The AHT will also model reciprocal reading in key stage 2 to promote accelerated progress in reading in KS2.
- Build upon the success of the Catch-up Literacy project by training additional teaching assistants to run the programme.
- Build upon the success of the Catch-up Numeracy project by training additional teaching assistants to run the programme.
- To continue to run Level 6 reading and maths classes to ensure that G and T children reach their full potential
- To continue to run small intervention reading sessions for all children in years 1 and 2 to increase the attainment in KS1.
- To purchase new child-friendly reading books to build on the engagement and enjoyment of reading, particularly in KS2.
- To provide training for a HLTA in dyslexia to allow her to be a lead support in identifying dyslexia in school and to ensure that teachers and teaching assistants are supporting children with specific learning difficulties.
- To continue to run personalised intervention programmes for children across the school to ensure that all children are making good and outstanding progress in reading, writing and maths.
- To continue to run booster sessions in English and Maths for Year 6 children to increase the attainment of children in KS2.
- To recruit an additional teaching assistant for y5 to work with children who have not made expected progress in yrs 3 and 4, particularly in reading.