
Developments:
- Plans have been made for a new sensory suite to run alongside our existing therapeutic suite as of September. The quantity of pupils in school requiring sensory assessments and sensory provision is rapidly increasing therefore this additional room with full time TA should enable these pupils to have timetabled slots with individualised provision on a weekly basis.
- It has been decided that in order to ensure value for money, ‘Wild Crew’ will run on alternate years. This is due to it only being available for year 5 & 6 pupils. Most of the current year 5 pupils who would benefit have already accessed this support.
  - Instead, AC will be running a ‘Garden Rangers’ group to encourage collaborative work and work towards personalised IBP targets through a shared sense of responsibility. JR will take pupils 1:1 who require whole body morning occupational style activities in order to support them to be class ready.
- Lynda has now retired.
  - JL will take on any speech & language requirements, including both those on plans and any pupils requiring additional SaLT, even if discharged from the service.
  - JD will increase the number of slots available for play therapy in order to cover Lynda.
- Pupil premium lead, Becky Wilson, has attended external training on effective use of pupil premium funding and will use the knowledge gained when planning for next academic year.

Social, emotional & behavioural impact:

The following areas were assessed for progress:
- Boxall developmental score
- Boxall diagnostic score
- IBP targets (2 targets per pupil)

With the ongoing support of interventions and other additional provision provided, 57% of pupils have made progress in all 4 areas of their social, emotional and behavioural development this term which is a 20% improvement from the Spring term showing that
the temporary issues highlighted last term have effectively now been resolved. Staff cover and cancellation of interventions will continue to be closely monitored to ensure this does not reoccur in the future. This term also shows the fewest pupils who have not made any progress in comparison to both the Autumn and Spring term. These 2 pupils are both year 6 pupils who have struggled with the upcoming transition to secondary school. As with all year 6 pupils, additional guidance and transition has been offered and they have been well supported through throughout the term to try to understand their feelings about the change. Summer term Boxall assessments for all pupils have been shared amongst teachers during internal transition meetings to ensure progress can continue to be measured in the Autumn term.

IBP targets are set and updated termly therefore they are not considered when evaluating annual impact. Overall, since baseline assessments from Summer 2018 the vast majority of pupils have made progress with both diagnostic and developmental areas of the Boxall Profile.

Staff feedback:

In general, teachers feel that there is a good range of additional support available and any concerns they share about particular pupils are acted upon. Some teachers are concerned about the amount of interventions some pupils access at any one time as this means they are missing lesson time. This is a very important factor and currently only applies to a small minority of pupils with more complex needs within school however it will need to be managed in September to ensure that this minority are accessing an appropriate balance between additional support and quality first teaching.

Academic impact:

<table>
<thead>
<tr>
<th>Subject</th>
<th>% of children making 80%+ progress of yearly National Curriculum Expectations</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Pupil Premium children</td>
</tr>
<tr>
<td>Reading</td>
<td>83%</td>
</tr>
<tr>
<td>Writing</td>
<td>85%</td>
</tr>
<tr>
<td>Speaking &amp; Listening</td>
<td>82%</td>
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<tr>
<td>Maths</td>
<td>82%</td>
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<tr>
<td>Science</td>
<td>80%</td>
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</tbody>
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Summer assessments show no gap in Science and a positive difference for pupil premium pupils in writing and maths. Reading and speaking and listening continue to show the largest difference and will be prioritised next academic year. In response to this, additional focus will be placed on pupil premium pupils during the daily Bug Club reading time in classes, ensuring that they read and/or discuss their book with an adult every day. In addition, JL’s timetable will be arranged to allow for more additional SaLT slots for pupil premium pupils who are not making expected progress in speaking & listening to have 1:1 weekly support.

Next steps:
- Improve communication between home and school, especially after an intervention has ended.
- Following advice from external training, create Pupil Premium strategy for 2019 – 2020.
- Following advice from external training, make links with person responsible for pupil premium from the Governing body/board of trustees.