

# Bridgewater Primary School Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2019-20	<b>Total PP budget =</b>	£64,900 + £304.39 (carried forward)  <b>Total = £65,204.39</b>	% of PP children	7.3%
Date of most recent PP Review	March 2018			% of PP children with SEN	14.9%
Date for next internal review of this strategy	Spring 2019			% of children EAL	15.9%
Total number of pupils	621	<b>Number of pupils eligible for PP</b>	49: Sept 2019  Incl Nursery: 49	% of PP children with EAL	14.9%
Total number of pupils incl Nursery	657				

## 2. Current attainment (To be validated in November 2018)

Early Years - GLDs:	2018/19
	GLD%
Bridgewater	<b>65.6</b>
Northants LEA	77.9
National	71.8

Year 1 Phonics Check:	2018/9
Bridgewater	<b>84.4</b>
Northants LEA	83.0
National	82.5

End of Key Stage One: % children achieving the expected standard at the end of KS1:	Reading	Writing	Maths	Science	Combined RWM
	2019	2019	2019	2019	2019
	Bridgewater Primary School	<b>80</b>	<b>71</b>	<b>81</b>	<b>82</b>
National Data	75	69	76		66
Local Authority	74	68	75	-	

% children achieving the expected standard at the end of KS2:	Reading Test	Writing TA	Gps Test	Maths Test	Combined RWM	<b>Pupil Premium 2018/2019</b>  As the data set for this year group is below 5, in order to protect pupil confidentiality, the data is suppressed.
	2019	2019	2019	2019	2019	
Bridgewater Primary School	<b>80</b>	<b>81</b>	<b>78</b>	<b>79</b>	<b>71</b>	
National Data	72	79	78	79	75	
Local Authority	70	77	78	79	61	

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers

A.	Increase outcomes for writing at the end of EYFS (% of GLD) and KS1 including SPaG at the end of KS2 (expected and greater depth)
B.	Increase outcomes in reading, writing and maths combined across all year groups.
C.	Improve the outcomes in Mathematics at the end of KS2.
D.	Develop vocabulary and language skills in order to support reading and writing across all year groups.

#### External barriers

E.	Low attendance rates, with a particular focus upon persistent absence.
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### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To increase exceeding writers in EY, expected and greater depth writers in Years 1 and 2. Currently EYFS: Data set less than 5 in order to protect pupil confidentiality, the data is suppressed. Year 1: 16.7% exp. 0% GD Year 2: 100% exp. 0% GD	PP children to achieve a higher outcome.
B.	Increase the combined RWM score at the end of both key stages 1 and 2.	All pupils: RWM combined at the end of KS1 to be above 70% RWM combined at the end of KS2 to be above 77%
C.	Improve Value Added outcomes for the end of KS2 Mathematics.	To improve the Average Scaled Score at the end of Key Stage 2.
D.	Improve spelling across the school as well as a wider range of vocabulary being used within writing. To introduce and embed Sounds Write phonics throughout EYFS and KS1.	Spelling outcomes in all year groups to improve. To improve the pupil progress result at the end of KS2 from -5 to a positive outcome.
E.	Improved attendance measured termly and monitored regularly.	To achieve a target of above 96% attendance.

5. Planned expenditure					
Academic year		2019/20			
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 we review?
Higher rates of progress and attainment for writing in Early Years and KS1.	<ul style="list-style-type: none"> <li>• Sounds-Write training for EYFS and KS1 teachers to provide them with a comprehensive system with which to teach reading, spelling and writing. £1,200</li> <li>• Writing Lead to support and develop T4W and CPD alongside the Reading Lead.</li> <li>• Staff training and Lesson Visits to focus upon challenge, metacognition, high quality AFL and feedback. £280</li> <li>• PP Leader/Inclusion Teacher to support teachers and groups of children in developing the children's handwriting and automaticity. £1482</li> </ul>	<p>As stated by the EEF <i>'Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods'</i>.</p> <p>As evidence shows (EEF), effective feedback, to teachers and pupils, has high impact on children's progression. <i>The school is participating in Shirley Clarke Training 2019-2020 to continue to develop teaching practice and formative assessment</i></p> <p>As outlined by the EEF. 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.'</p> <p>Handwriting and presentation is a whole school focus. The EEF Report Preparing for Literacy outlines 'it is important to develop the foundations of a fast, accurate, and efficient handwriting style. As part of this, it is important to look at both the product and process of children's writing.'</p>	<p>Key leaders to monitor and give regular feedback.</p> <p>Class teachers to feedback regularly on the impact of Iris Connect.</p> <p>Timetables will show regular Kinetic Letters lessons.</p> <p>Completion and reviews of the 20-Day plans.</p> <p>Termly lesson visits and moderation meetings.</p>	FS, AP, BC, NR, AH, SLT	Ongoing. Data analysis at 3 key data drops during academic year.

<p><b>Children in Y2 to make expected or above expected progress from end of EYFS to end of KS1.</b></p>	<p>Pre-learning and over-learning for identified groups targeted by additional support staff. Groups will focus upon reading, phonics and maths interventions. £8,968</p>	<p>As stated by the EEF <i>‘Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.’</i> Regarding metacognition: <i>‘Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.’</i></p>	<p>Year group leader to monitor intervention groups and 20-Day plan completion. Intervention teachers to give regular feedback on success of interventions completed.</p>	<p><b>CC LW FT</b></p>	<p>At the end of each term, intervention success will be reviewed.</p>
<p><b>A higher rate of progress and attainment across KS2 combined in Reading, Writing and Maths.</b></p>	<p>Additional experienced HLTA/TA support in both Years 5 and 6 during the mornings in maths lessons supporting pre/over learning and metacognition. HLTA/TA £8550 Year 5 Class Teacher £2223</p>	<p>The aim is to provide upper KS2 with support in core subjects to support the development of metacognition and self-regulation (EEF) as well as being able to more effectively challenge and deepen the learning. This support will provide daily opportunities for over-learning to close gaps for PP and vulnerable learners as well as other children. This will be by a Higher Level Teaching Assistant/TA who is skilled in the upper KS2 curriculum. Marc Rowland in <i>A Practical Guide to Pupil Premium 2015</i> notes <i>“when pupil premium spend is effective every effort is made to ensure that pupils eligible for the pupil premium have access to the best teachers and are supported by skilled and well-trained additional adults.”</i> Focus will be on ‘Differentiation through Challenge’ to ensure tasks are differentiated effectively to provide challenge for more secure learners. Investment in Iris Connect to support development of quality first teaching.</p>	<p>SLT will monitor staff allocation.</p>	<p><b>JB BC NR LW AH</b></p>	<p>Half Termly</p>

<p><b>To improve SpaG and Phonics across both Key stages. Outcome of which, to be shown in the improvement of our KS2 SPaG outcomes and Phonics scores.</b></p>	<p>A new spelling programme introduced to provide a consistent whole school approach. £80</p> <p>CPD for all staff to improve end of KS2 SPAG scores and Year 1 Phonic scores. Staff to focus upon year group spellings and strategies to improve pupils' spellings of these. £468</p> <p>Year group leaders to review PP progress – book looks termly and review tests/pupil voice £819</p> <p>Children to be encouraged to develop a wider vocabulary, demonstrated through writing moderation.</p> <p>Interventions will be linked to spellings – pre-learning to introduce the meanings of words and overlearning to support. £2,610</p> <p>Online SPAG intervention £325</p>	<p>Our end of KS2 outcomes for SpaG have reduced in both 2018 and 2019.</p>	<p>All year group leaders will be involved in improving SPaG within their year groups. This will be monitored by phase leaders and SLT.</p>	<p>JB FS NR LW AH</p>	<p>Half Termly</p>
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## ii. Targeted support

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?
Improved speech and Language outcomes for pupils in EYFS. £6256	Oral Interventions (speech and language) using 'ready, steady school' implemented alongside a Speech and Language specialist.  A SALT employed to provide 'Talking Progress intervention	The EEF states that ' <i>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress)</i>	We have employed a part time TA to cover the trained TA who will be implementing the programme.  The same room is booked out twice weekly.	VA, KS	Children will complete a baseline and then be assessed 6 months after the initial 20 weeks. Weekly notes and observations will be recorded. Children who have S&L targets as part of their Additional Support Plans will be monitored fortnightly.
Improved Speech and Language outcomes for pupils in Years 1, 2 and 3. £4222	Talking Progress Intervention – Years 1, 2 and 3. Focus on developing attention & listening skills, understanding of language and vocabulary skills. A SALT employed to provide 'Talking Progress intervention	See above as well as rational and research in table 7- Additional Detail.	Therapist booked to Implement twice-weekly sessions. Weekly outcomes written up.	VA	Baseline and final assessments before and after completion of Talking Progress to track progress following the intervention.

Improved outcomes for PP children with SEND/SEMH. £1500	Employment of TA support for children with specific SEND needs.	The EEF states that evidence indicates that one to one or small group tuition can be effective, delivering approximately five additional months' progress on average.	Staff employed and deployed accordingly by the Headteacher and SENCo.	AH, FT	Yearly.
PP children and their families to have adequate Family Link Worker support to ensure pupils have increased opportunities to successfully access school and the curriculum. £2966.86	Our PLW will monitor attendance of key families and liaise closely with them in order to support accordingly and support families to manage barriers to attendance.	The school recognises that raising attainment for many children in the school begins with their 'readiness for learning' A number of external factors mean that many children and families within the school require additional support with accessing learning. These factors may include finance, housing, deprivation, English as an additional language, migration, behaviour, safeguarding or attendance. PP children had a low rate of persistent absence at points during 2018/2019 – average attendance 94.92%	SLT will have Regular meetings with the PLW. PLW will set aside a dedicated session to target PP families.	LT LW JC AH	At least monthly with the office manager.  Daily response to attendance issues.
To secure and deepen mathematics and reading in upper KS2.	Overlearning opportunities Chrome Books Y5 and Y6 for regular access to enrichment programmes Daily access to Time Table Rock Stars, RM Maths £2144 Regular reading opportunities for KS 2 children to develop skills. Additional class teacher 45 minutes per week to teach small group intervention in maths/reading. £3334	EEF suggests that both coaching programmes, that involved either one to one or small group tuition, had an average impact of five additional months' progress. As with the interventions above, additional tuition will be additional to, but also explicitly linked with classroom teaching, and teachers will monitor progress to ensure the tutoring is beneficial.	Regular reviews and feedback at end of weekly sessions. Evaluation and knowledge will be built into the following week's sessions.	JB, AP, BC & Y6 NR, LW	Weekly in PPA, termly PPM, 20 Day Plan meetings, Pupil Progress meetings, SLT meetings, data analysis.

<p>To improve provision for sensory support.</p>	<p>To provide bespoke sensory support programmes to meet specific needs. Commissioned provision is currently being explored. (JB £1000)</p>				
<p>To secure and deepen reading in upper KS1.</p>	<p>One – One reading and phonics interventions led by an HLTA. £4000</p> <p>We will develop opportunities for parents to access our library facilities through a reading café to trial in Year 2 and 3.</p>	<p>The EEF states that on average, reading approaches deliver an additional six months' progress. Successful reading approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>The EEF Preparing for Literacy report highlights 'Promoting shared reading should be a central component of any parental engagement approach'. As discussed by Marc Rowland in 'An Updated Practical Guide to the Pupil Premium' we will develop opportunities to support Parent empowerment, not parent engagement.</p>	<p>Our trained HLTAs time will be safeguarded for at least 2 afternoons per week. Children will be able to access reading programmes in the classroom.</p>	<p>AP, BC, NR</p>	<p>Regular reviews and final analysis at the end of the programme.</p>

**Total budgeted cost** £25,422.86

**iii. Other approaches**

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?
<p>To ensure that all pupils can take part in high quality extra-curricular experiences and that PP children have increased opportunities to be involved in a wide range of enrichment activities. £4700</p>	<p>To promote the use of the voucher scheme, which provides parents/carers with £100 to use annually towards extra-curricular trips, including residential trips. Money can be “rolled over” towards trips of higher cost to ensure that all children can participate.</p>	<p>Residential opportunities involve collaborative learning experiences with a high level of physical and often emotional challenge, including practical problem-solving, explicit reflection and discussion of thinking (see also Meta-cognition and self-regulation.) Adventure learning (as above) consistently shows positive benefits on academic learning, and wider outcomes such as self-confidence. The EEF states On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	<p>Communication with parents.</p>	<p>MM, LW, JA</p>	<p>Review twice yearly.</p>
<p>To develop a greater awareness of well-being in learners through social, emotional and mental health approaches. £1434</p>	<p>Support development of well-being. Group opportunities such as Sibling group, sensory circuits, daily nurture lunch as well as other provisions to proactively respond to events as they occur.</p>	<p>On average, interventions, which target social and emotional learning (SEL), have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils.</p>	<p>Commit members of staff to implement programmes. Maintain ‘The Bridge’ as an area of nurture.</p>	<p>FT, SJ, VA, NR</p>	<p>At the end of each term</p>

	<p>Establish a breakfast club- invite targeted children daily from 8.00. This takes place 3 mornings per week.</p> <p><b>£2776.70</b></p>	<p>Nutritionists have long argued that eating breakfast helps a child concentrate better at school - and have already shown a link between eating breakfast and staying healthy. A study of 5,000 nine to 11-years-olds carried out by Cardiff University reveals the first authoritative link between eating breakfast and academic performance. There is also evidence that breakfast positively affects learning in children in terms of behaviour, cognitive, and school performance (Hoyland et al., <u>2009</u>).</p>	<p>Learning mentor and Bridge Leader to be timetabled accordingly. Provide healthy breakfast food. Invite specific children.</p>	<p>VA, FT, NR, LT</p>	<p>At the end of each term</p>
<p>To develop resilience and confidence in learners</p>	<p>To train two new Forest School teachers so we are able to provide Forest Schools approach in Nursery, EY and Year 1 in order to support the children in developing their well-being through different experiences. Children receiving the PPG will be identified as part of this group.</p> <p><b>£3,825</b></p>	<p>Overall, studies of adventure learning (EEF) interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress. The evidence suggests that the impact is greater for those in a 'wilderness' or forest setting, though other types of intervention still show some positive impacts. It is suggested that adventure learning interventions appear to improve academic outcomes because non-cognitive skills such as perseverance and resilience are developed and that these skills have a follow-on impact on academic outcomes.</p>	<p>Dedicated time for our Forest School leaders to support groups. Purchase of equipment, appropriate clothing.</p>	<p>SB, EM, LW, NR</p>	<p>At the end of each term</p>
<b>Carry forwards £40.83</b>				<b>Total budgeted cost</b>	
					<b>£12,735.70</b>

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether we will continue with this approach)	Cost
<b>Higher rates of progress and attainment for writing in Early Years and KS1.</b>	<ul style="list-style-type: none"> <li>• Writing Lead to support and develop T4W and CPD alongside the Reading Lead.</li> <li>• Handwriting Leader to support teachers and groups of children in developing the children's automaticity.</li> <li>• Staff training and Lesson Visits to focus upon challenge, metacognition and high quality AFL and feedback.</li> </ul>	<p>88% of Early Years PP children made expected or above progress. Attainment is low as the children's baseline was below average. 38% of PP children made above expected progress.</p> <p>All Y2 PP children made expected or above expected progress from the end of Early Years. Attainment is below school and national average.</p>	All of the approaches are good whole school practice but in order to have a greater level of impact for PP children, we need a more specific and direct intervention approach. Due to this, we will explore staff deployment as well as other interventions, which will support these children specifically. Focus on Year 1	£3,483.85
<b>Children in Y2 to make expected or above expected progress from end of EYFS to end of KS1.</b>	Pre-learning and over-learning for identified groups targeted by additional support staff. Groups will focus upon reading, phonic and maths interventions.	<p>Reading: 78% of PP children made expected progress or above.</p> <p>Writing: 88% of PP children made expected progress or above.</p> <p>Maths: 88% of PP children made expected progress or above.</p>	We will continue this approach. Pre-learning and over-learning for identified groups will continue throughout our school. This approach is vital across all areas of learning.	£10,480
<b>A higher rate of progress and attainment across KS2 combined in Reading, Writing and Maths.</b>	SLE to support within upper KS2 in developing writing.	100% of children attained the expected or better than expected level of progress (R, W, M) at the end of KS2. The scaled score in Reading and	The HLTA time must be ring-fenced. We will continue to time-table a class teacher (Autumn term) and HLTA (all year) to support in Years 5 and 6 during 4	£13,629

	Additional HLTA support in both Years 5 and 6 during the mornings in core lessons supporting pre/over learning and metacognition.	Maths was higher than non-PP children. Attainment: 83% of PP children achieved an expected combined level. Reading: 84% made expected or above progress. Writing: 67% made expected or above progress Maths: 84% made expected or above progress.	mornings a week but endeavour to ring-fence this time so it is protected from being used as HLTA cover time.	
<b>To improve SpaG across both Key stages. Outcome of which to be shown in the improvement of our KS2 SPaG outcomes.</b>	CPD to be given to all staff. Staff to focus upon year group spellings and strategies to improve pupils' spellings of these. Children to be encouraged to have a wider vocabulary which will be demonstrated through writing moderation	KS1: 50% of Y2 PP children achieved the GPS scaled score of 100. KS2: 84% of Y6 (2018-2019) PP children achieved expected level or above in their SPaG test. This is an improvement on the previous year, which showed 67% of PP children achieved the expected standard the previous year.	Spelling and Grammar is a large focus in our school and we will continue to strive for improvements in this area. Spelling improvement is also a target from OFSTED and is therefore of high priority for all children as well as PP children.	£4,981.50
<b>Total Cost: £32,574.35</b>				
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether we will continue with this approach)	<b>Cost</b>
Improved speech and Language outcomes for pupils in EYFS	Oral Interventions (speech and language) using 'ready, steady school' implemented alongside a Speech and Language specialist.	Assessment shows that all children made a good level of progress.	Intervention will be run by experienced member of staff twice a week as they have been shadowing the speech and language therapist for 6 months and have gained enough experience to deliver the programme. Traded services package has	£6256

			now been purchased where a Speech and Language therapist comes in fortnightly to support Staff delivering interventions such as Ready Steady School, Talking Progress, Colourful Semantics etc.	
Improved speech and Language outcomes for pupils in Years 1, 2 and 3.	Talking Progress Intervention – Years 1, 2 and 3. Focus on developing attention & listening skills, understanding of language and vocabulary skills.	Children who attended Ready Steady School and Talking Progress have made good progress.	As 'Ready, Steady, School'.	£4,222
Improved outcomes for PP children with SEND/SEMH.	Employment of TA support for children with specific SEND needs.	Each week, a HLTA was given time in each classroom in order to cover the class teacher so that they could run targeted interventions in reading, maths and writing.	Giving the class teachers time to complete interventions is of huge value. This enabled rich interventions in order to move children's learning forward and assess next steps.	£6,283.20
PP children and their families to have adequate Family Link Worker support to ensure pupils have increased opportunities to successfully access school and the curriculum.	Our PLW will monitor attendance of key families and liaise closely with them in order to support accordingly and support families to manage barriers to attendance.	Our PLW continues to develop relationships with families in need of support. She has an increased focus upon PP children and liaises closely with SLT. Her increased support this year has been critical in giving families additional support.	Our Parent Link worker will continue to work closely with families in need. Her role is key and is vital in support	£2,966.86
To secure and deepen mathematics and reading in upper KS2.	Small group tuition using programmes such as 3 <sup>rd</sup> Space learning and Reading Eggs.	3 <sup>rd</sup> space learning only took place in Autumn term; however, we were not seeing the children progress so chose to focus more on small group interventions with teachers and TA. 83% of the PP children were given targeted gap filling based on the mock SATs during the year. As a result of this, all (with the exception of one child in reading) increased	We will not repeat 3 <sup>rd</sup> Space learning but will explore ways to maintain and develop the use of small group tuition	£5174

		scaled scores from mock SATs to end of year SAT level.		
To secure and deepen reading in upper KS1.	One – One reading and phonics interventions led by a HLTA. Online programmes such as Reading Eggs.	89% of PP children achieved at the expected standard for Year 2 in reading.	We will direct any available HLTA time to support Year 1 in driving forwards reading for all children as well as targeting PP children. .	£1824
<b>Total: 26,726.06</b>				
<b>iii. Other Approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether we will continue with this approach)	<b>Cost</b>
To ensure that all pupils can take part in high quality extra- curricular experiences and that PP children have increased opportunities to be involved in a wide range of enrichment activities.	To promote the use of the voucher scheme, which provides parents/carers with £100 to use annually towards extra-curricular trips, including residential trips. Money can be “rolled over” towards trips of higher cost to ensure that all children can participate.	This scheme is successful. The majority use this money has been used for sports clubs, residential and music.	We will continue with this scheme but explore the possibility of increasing the voucher in years where there is a residential trip away.	£4800
To develop a greater awareness of well-being in learners through social, emotional and mental health approaches.	Support development of well-being through the use of well-being and ‘Bridge Builders’ sessions.	A new PHSE scheme of work was introduced across the school. A heavy focus upon well-being, resilience and mindfulness. This ensured a focus upon well-being across the whole school. A yoga specialist teacher also worked alongside PP children in order to support their understanding of mindfulness approaches.	We will continue to embed the new PSHE curriculum across the school and develop the resources needed for this. Our healthy school team will endeavour to keep well-being a priority. Due to alternative provision, Bridge Builder sessions were not continued.	£1,434

	Establish a breakfast club- invite targeted children daily from 8.15.	This has been extremely successful. Many children who had often been late were getting to school on time as they attended the club.	We have increased this to 3 times a week and widened our menu to include hot food.	£2766.70
To develop resilience and confidence in learners	To use the Forest Schools approach in Nursery, EY and KS1 in order to support the children in developing their well-being through different experiences. Children receiving the PPG will be identified as part of this group.	There was a focus upon Year 1 and 2 PP. Entry/exit criteria was used to measure success.	We will continue to develop our use of outdoor learning. We will train two new members of staff and continue to focus upon PP children and other targeted groups.	£3,825
				<b>Total: £12,825.70</b>
				<b>Total Spend: £ £65,163.56</b>
				<b>Carry Forward: £304.39</b>

## 7. Additional detail

### Targeted support:

Research regarding Sp&L interventions state: Talking Progress is a package of support provided by the Children's Speech and Language Therapy Service. This includes school input through:

- \* Staff, to ensure quality first teaching and communication friendly environments.
- \*Monitoring of language outcomes before and after Talking Progress.

### Rationale:

\*Vocabulary at age 5 is a very strong predictor of the qualifications achieved at school leaving age and beyond and therefore a priority for those children who need it.

Talking Progress interventions have run in local schools for the last 7 years. The outcomes of these groups indicates that of those children with delayed language and attention and listening skills attending the groups, up to half the children close the gap with peers with this support. Of the other children, further additional needs have been identified and this can lead to more individual support.

\*Supporting evidence also indicates that of children entering school with a language delay, these difficulties will persist or get worse without intervention (Locke & Ginsborg 2003) (Leydon 2007)

\* Developing communication and language is linked to other important outcomes including children's self-regulation, socio-emotional development and reasoning. (Preparing Literacy Guidance, EEF 2019)

\*Feedback from schools who have been involved with Talking Progress indicates the progress made by the children is carried through to the classroom following the intervention period.