



Pupil Premium Strategy 2018-19 - Self-Evaluation

1. Summary information					
School	Holy Cross Catholic Primary School				
Academic Year	2018-19	Total PP budget	£107,760	Last review:	June 2019
Total number of pupils	259	Number of pupils eligible for PP	108 (42%)	Next review:	September 2019

2. a) Current attainment (KS2 results, 2019)				
41% SEN (38% of PP are SEN; 46% of non-PP are SEN)	<i>Pupils eligible for PP (16 pupils)</i>		<i>Pupils not eligible for PP (13 pupils)</i>	
% achieving expected standard or above in reading, writing & mathematics	62.5%		61.5%	
% achieving expected standard or above in reading	69%		69%	
% achieving expected standard or above in writing	75%		69%	
% achieving expected standard or above in mathematics	63%		69%	
	in Y6	over KS2¹	in Y6	over KS2¹
% making expected progress in reading (as measured in the school)	81%	-3.4	92%	-2.8
% making expected progress in writing (as measured in the school)	94%	-5.8	100%	-5.3
% making expected progress in mathematics (as measured in the school)	88%	-6.3	85%	-1.4

¹ KS1 data for this Year 6 cohort was inaccurate, therefore making progress data over KS2 inaccurate.

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b) Current attainment (KS1 results, 2019)		
36% SEN (60% of PP are SEN; 20% of non-PP are SEN)	<i>Pupils eligible for PP (15 pupils)</i>	<i>Pupils not eligible for PP (24 pupils)</i>
% achieving expected standard or above in reading, writing & mathematics	13%	29%
% achieving expected standard or above in reading	20%	46%
% achieving expected standard or above in writing	20%	38%
% achieving expected standard or above in mathematics	20%	46%
	in Y2	in Y2
% making expected progress in reading (as measured in the school)	27%	46%
% making expected progress in writing (as measured in the school)	33%	50%
% making expected progress in mathematics (as measured in the school)	27%	42%
c) Current attainment (Foundation Stage Profile, 2019)		
54% SEN (72% of PP are SEN; 45% of non-PP are SEN)	<i>Pupils eligible for PP (11 pupils)</i>	<i>Pupils not eligible for PP (20 pupils)</i>
% children achieving GLD²	18%	40%
% making expected or better³ progress in RWN (as measured in the school)	83%	90%

² **Baseline was very low:** at least 90% of all children were *significantly* below ARE on entry

³ Significant numbers of children made progress 'well-above' what is expected

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3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Communication and language - impoverished vocabulary and language acquisition	
B.	Literacy – reading, specifically comprehension, inference and deduction	
C.	Literacy – writing (linked to A)	
D.	Mathematics – poor vocabulary & language skills hinder progress in reasoning and problem-solving	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance	
F.	Social, emotional and mental health needs; low self-esteem and confidence	
G.	Very low baseline on entry and high percentage of children with SEN (45% of PP children have SEN)	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	<p>Improved communication and language skills, and use of vocabulary by all pupils, especially in the earlier years mean that children are better able to access learning in the wider curriculum.</p> <p>In EYFS:</p> <ul style="list-style-type: none"> - PP children have made accelerated progress towards GLD. <p>Evidence Measures:</p> <ul style="list-style-type: none"> - lesson monitoring and book scrutiny (were relevant); - behaviour records - improved behaviour, increased pupil engagement in learning and progress in Year 1; - <i>Wellcoms</i> data; - EYFS baseline data and outcomes data; - <i>Target Tracker</i> data. 	<ul style="list-style-type: none"> - <i>Primary Talk Project</i> introduced & teachers and TAs trained, and advice implemented effectively across the school; - KS1 teachers and TAs have attended <i>Talk Boost</i> training; - Early Years approach successfully introduced into Year 1; - <i>Wellcoms</i> data clearly demonstrates accelerated progress towards ARE, and narrowing of gaps in EYFS; - EYFS baseline/outcomes demonstrate accelerated progress for PP children towards GLD.

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<p>B.</p>	<p>Progress and attainment in reading has improved across the school:</p> <ul style="list-style-type: none"> - Improved reading scores at end of KS2 – target 70%; - Improved reading scores at end of KS1 – target 50%; - Improved phonics scores in Year 1 – target 70%. <p>Progress of PP children in reading is accelerated, narrowing the gap.</p> <p>Evidence Measures:</p> <ul style="list-style-type: none"> - lesson monitoring and book scrutiny (where relevant); - <i>Accelerated Reader</i> data; - monitoring of <i>Leading Reading in KS2</i> project, including benchmarking data (including by external consultant); - phonics data and lesson monitoring (including by external consultant); - <i>Reading Recovery</i> data; - <i>Target Tracker</i> data. 	<ul style="list-style-type: none"> - Targets achieved; - More children achieve their <i>Accelerated Reader</i> points targets in reading (KS2); - Advice from <i>Leading Reading in KS2</i> has been successfully implemented and is used effectively across the school; - Phonics intervention (<i>Nessy</i>) for those children in KS2 who need it, introduced and beginning to have measurable impact (progress data); - <i>Reading Recovery</i> enables targeted children to make accelerated progress towards expected standard; - Children have made accelerated progress from starting points towards age-related expectations (or better, where appropriate) narrowing the gap between PP and non-PP in reading; - Reading book stock enhanced and improved.
<p>C.</p>	<p>Progress and attainment in writing has improved across the school:</p> <ul style="list-style-type: none"> - Improved writing scores at end of KS2 – target 70%; - Improved writing scores at end of KS1 – target 50%. <p>Progress of PP children in writing is accelerated, narrowing the gap.</p> <p>Evidence Measures:</p> <ul style="list-style-type: none"> - lesson monitoring and book scrutiny (where relevant); - monitoring <i>Greater Depth Writing Project</i> (including by external consultant); - <i>Target Tracker</i> data. 	<ul style="list-style-type: none"> - Targets achieved; - <i>Talk for Writing</i> is used effectively across the school; - Two KS2 teachers have attended <i>Greater Depth Writing Project</i> and, as a result, quality of teaching and learning in writing is improved; - Children have made accelerated progress from starting points towards age-related expectations (or better, where appropriate) narrowing the gap between PP and non-PP in writing.

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<p>D.</p>	<p>Progress and attainment in mathematics has improved across the school:</p> <ul style="list-style-type: none"> - Improved mathematics scores at end of KS2 – target 70%; - Improved mathematics scores at end of KS1 – target 50%. <p>Progress of PP children in mathematics is accelerated, narrowing the gap.</p> <p>Evidence Measures:</p> <ul style="list-style-type: none"> - lesson monitoring and book scrutiny (where relevant); - EYFS baseline data and outcomes data for number; - monitoring <i>Teaching for Mastery Project</i> (including by external consultant); - end of Key Stage data; - <i>Target Tracker</i> data. 	<ul style="list-style-type: none"> - Targets achieved; - Two teachers (one KS2, one KS1) have attended training with <i>Teaching for Mastery Project</i> and, as a result, quality of teaching and learning, particularly in reasoning and problem-solving, is improved, as evidenced by lesson monitoring and book scrutiny; - One EYFS teacher has benefited from Mastery in EYFS Maths Hub - advice has been successfully implemented and is used effectively in EYFS; - Children have made accelerated progress from starting points towards age-related expectations (or better, where appropriate) narrowing the gap between PP and non-PP in mathematics.
<p>E.</p>	<p>Persistent absence has reduced.</p> <p>Attendance improves across the school in general, so that it is at least 95% overall by the end of the year 2018-19.</p> <p>Evidence Measures:</p> <ul style="list-style-type: none"> - Attendance monitoring data; - Absence records. 	<ul style="list-style-type: none"> - Attendance Officer in post (with support from STACMAT); - Attendance is at least 'in line' with similar schools nationally, and gap between this school and national⁴ in terms of attendance data is closing.

⁴ Account needs to be taken of the extremely strong correlation between deprivation and attendance (see DfE data on deprivation index)

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<p>F.</p>	<p><i>Route to Resilience</i> (building character) award achieved meaning:</p> <ul style="list-style-type: none"> - a reduction in anxiety and improved self-confidence, and emotional & mental health; - children are more independent and are better able to cope with setbacks, difficulties and ‘failures’ being more resilient and determined to succeed. <p>Evidence Measures:</p> <ul style="list-style-type: none"> - classroom observations; - improved behaviour for learning (noted in lesson monitoring/learning walks); - feedback from parents, teachers and other staff; - attendance and feedback from Family Learning; - feedback from <i>Play Therapist</i> and <i>Faith in Families (FiF)</i> support worker; - feedback and monitoring evidence from school Inclusion Manager. 	<ul style="list-style-type: none"> - key staff trained in <i>Route to Resilience</i> which has been successfully implemented; - vocabulary agreed and shared with all staff, governors, and parents; - parent event held with good attendance and positive feedback; - children are more resilient and confident and are beginning to use associated vocabulary appropriately; - <i>Route to Resilience</i> award achieved; - play therapy and FiF support continue to have positive impact with those individuals referred.
<p>G.</p>	<p>Early identification of children with SEN means that the correct interventions and support are put in place at an early stage.</p> <p>Support for families before children start school, and in the early years, is in place through a programme of Family Learning, increasing the level of parental engagement with the school.</p> <p>Evidence Measures:</p> <ul style="list-style-type: none"> - children with SEN are on the SEN register and receive the identified support; - progress data for children with SEN; - feedback form parents who have attended Family Learning. 	<ul style="list-style-type: none"> - enhanced programme of Family Learning offered; - attendance at Family Learning is good and feedback is positive; - parents are better able to support young children with learning at home.

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5. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
1. Train key staff in <i>Primary Talk & Talk Boost</i> and set up interventions.	See section A above.	<i>Primary Talk Project</i> has meant greater focus on vocabulary development for all; KS1 teachers and TAs have attended <i>Talk Boost</i> training – introduced summer term – too early to identify impact but it is clear it builds on from Wellcoms used in EYFS;	Build-up assessments for <i>Talk Boost</i> and <i>Primary Talk</i> over time to ensure clear impact data (this was first year of introduction – project on-going).	

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<p>2. Introduce EYFS approach in Year 1.</p>		<p>- Early Years approach has been successfully introduced into Year 1, meaning that a much higher percentage of children have made good progress over the year. Behaviour has also been good throughout the year.</p> <table border="1" data-bbox="663 528 1261 1023"> <thead> <tr> <th><i>Progress in Year 1</i></th> <th><i>PP</i></th> <th><i>non-PP</i></th> </tr> </thead> <tbody> <tr> <td><i>6 steps</i></td> <td>75%</td> <td>92%</td> </tr> <tr> <td><i>5+ steps</i></td> <td>95%</td> <td>100%</td> </tr> <tr> <td colspan="3"><i>Attainment in Year 1 expected standard or better</i></td> </tr> <tr> <td><i>Reading</i></td> <td>45%</td> <td>58%</td> </tr> <tr> <td><i>Writing</i></td> <td>18%</td> <td>58%</td> </tr> <tr> <td><i>Mathematics</i></td> <td>36%</td> <td>68%</td> </tr> </tbody> </table>	<i>Progress in Year 1</i>	<i>PP</i>	<i>non-PP</i>	<i>6 steps</i>	75%	92%	<i>5+ steps</i>	95%	100%	<i>Attainment in Year 1 expected standard or better</i>			<i>Reading</i>	45%	58%	<i>Writing</i>	18%	58%	<i>Mathematics</i>	36%	68%	<p>EYFS approach has been successful and will continue to be used in Year 1, to support transition from EYFS, and to aid learning and progress. PP children are continuing to catch-up over Year 1.</p> <p>A greater focus on supporting writing and mathematics in Year 1 and through Year 2 to ensure the gap between PP and non-PP children continues to reduce over KS1.</p> <p>Continue with Reading Recovery (0.5 TA time).</p>	<p>£2,000</p> <p>£5,966</p>
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<p>3i. Ensure rapid progress in EYFS – ensure strong EYFS practice</p>		<ul style="list-style-type: none"> - Almost all children make accelerated progress toward GLD (83% of PP children made expected or better progress in reading, writing and numbers combined, compared to 90% of non-PP children); however, in terms of attainment, 18% of PP children achieved GLD compared to 40% of non-PP (gap -22%). 	<p>Strong teaching in EYFS enables children to make rapid progress from very low starting points.</p>	
<p>3ii. Continue to use Wellcoms assessment and language interventions in EYFS.</p>		<ul style="list-style-type: none"> - <i>Wellcoms</i> data clearly demonstrates accelerated progress towards ARE, and narrowing of gaps in EYFS for all children: 	<p>Wellcoms assessment gives valuable data regarding children’s starting points in language at baseline, meaning accurate intervention and rapid progress over the year. Continue (0.5 TA time; 0.1 teacher time);</p>	<p>£11,158</p>

<i>Progress in Reception</i>	<i>Expected</i>	<i>Above</i>	<i>Well-above</i>
<i>Reading</i>	3%	-	81%
<i>Writing</i>	16%	-	74%
<i>Numbers</i>	3%	-	90%

<i>Wellcoms in Reception (all pupils)</i>	<i>Baseline</i>	<i>End of Reception 2019</i>
<i>Expected level</i>	7%	50%
<i>Just below</i>	39%	39%
<i>Well below</i>	54%	10%

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4. Improve reading	See section B above.	<p>See results for reading in section 2 above.</p> <ul style="list-style-type: none"> - By end of KS2 there is no gap between attainment of PP children and non-PP children in reading (& target achieved); - In KS1, the gap in reading is -26% (& target not achieved); - Year 1 phonics target was achieved. 	<p>Reading books – new RR reading books mean children interest is maintained; good range allows choice. Nessy (phonics game) licenses. Additional reading time and support with reading is needed in KS1 (<i>what lessons can be learned from the Leading Reading in KS2 project that can be applied to KS1?</i>) <i>Closely monitor quality of T&L of reading in KS1 going forward. Need to appoint a RR teacher (haven't had one this year since Christmas, as she left the school).</i> Continue with KTC phonics.</p>	<p>£1,500 £250</p>
5. Improve writing	See section C above	<p>See results for writing in section 2 above.</p> <ul style="list-style-type: none"> - By end of KS2, the PP children did better than non-PP children (+6%) in terms of attainment in writing (& target achieved); - In KS1, the gap in writing is 18% (& target not achieved). 	<p>Strong teaching in KS2 enables children to make good progress in writing. Continue with Greater Depth Writing Project – this also strengthened writing at EXS. <i>(What lessons can be learned from the Greater Depth Writing Project in KS2 that can be applied to KS1?).</i> <i>Continue with academic coaching.</i></p>	
6. Improve mathematics	See section D above	<p>See results for mathematics in section 2 above.</p> <ul style="list-style-type: none"> - By end of KS2, the PP children and non-PP children attained similarly with PP at 63%, non-PP at 69% (& target very nearly achieved); - In KS1, the gap in mathematics is -26% (& target not achieved). 	<p>Continue with Teaching for Mastery approach – roll out across rest of school. Continue with greater depth booster group in Y6.</p>	

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ii. Targeted & other support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Inclusion Support	Emotional regulation & behaviour support, and support with attendance and home issues.	Time spent outside of lessons due to emotional needs reduced significantly. Pupils are calmer and learning behaviours improved. Better attendance.	Continue. This is an essential element of maintaining good behaviour and supporting pupil mental health and well-being.	£21,729
SENCO time <i>Approx. 45% of PP children have SEN</i>	Timely and specific interventions in place.	Better progress for SEN children who are PP (close gaps).	SEN children make good progress (see SEN review). However, currently, 72% <i>SEN&non-PP</i> make expected progress, compares to 60% <i>SEN&PP</i> as measured by the school. Continue to focus on reducing this gap of -12%.	£8,725
Additional teaching assistant for targeted interventions	To improve language used by pupils & to improve phonics, reading and writing - weekly 1-1 and small group support.	Children more confident to participate in class discussion and have vocabulary to support verbal and written communication. Improved progress and attainment in reading, writing and phonics (see section 4 above).	Continue. Interventions are reviewed regularly and those which are successful continue – those which aren't cease.	£37,220
Educational Psychologist	Children get EP assessment	EP assessment advice actioned.	Expensive (<i>but LA reduced EP hours allocated to school</i>). Continue dependent on need only.	£2,000

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Play Therapy	Improved mental health.	Children more able to articulate and regulate feelings and emotions and are therefore better able to participate in lessons, so make better progress over time.	Continue. Behaviour, ability to access lessons and therefore progress of children who benefited from play therapy has improved significantly.	£2,986
School Uniform	Uniform code followed	More children have the correct uniform, look smart and feel included. Improved parental engagement.	Continue.	£2,040
SATS revision guides	Improved test technique in Y6.	PP children in Y6 have the revision guides needed for class and homework, meaning they don't lose out. See Y6 data.	Continue.	£350
Trips, visits & clubs subsidies	Enjoyment and engagement with the whole curriculum	Children given access to a broader range of curriculum experiences. Vocabulary enhanced as a result; writing more engaging. Improved parental engagement.	Continue.	£10,274
Lunchtime support – <i>Lunch Club</i>	Children supported to play well and make friends	Better mental health and friendships maintained means children quicker to settle to lessons in class and children are more likely to work co-operatively with peers.	Continue.	£1,618
			TOTAL	£107,816

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6. Planned expenditure					
Academic year	2019-20		Allocated PP budget	£116,270	
The three headings enable you to demonstrate how you plan to use the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To further develop access to Reading Recovery in KS1	Outcomes in reading in KS1 increase to 50%+ at EXS	Evidence ⁱ indicates strongly short term impact, and the longer term positive impact of RR on attainment in KS2.	Appoint a teacher to lead RR; ensure training is received Allocate additional TA time to RR	AG	Dec 2019
To further develop use of Accelerated Reader in KS2	Outcomes in reading in KS2 increase by 10% at EXS and at GDS	School evaluation shows a rapid increase in children's reading ages and abilities since the introduction of AR, and an increased pupil motivation to read.	Refresher training at start of year for all teachers, especially new staff. Dedicated reading time in class.	HG	Dec 2019
To continue to develop use language and vocabulary to enhance communication	Children can communicate effectively, using a wider range of vocabulary	Poor language skills inhibit learning. To continue to roll out the Primary Talk ⁱⁱ project with the support of the LCI team.	Ensure staff training; develop a language and vocabulary rich environment; use of visuals in classrooms. See Action Plan.	HG / ASe	Dec 2019

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To continue with developing the mastery approach ⁱⁱⁱ to teaching mathematics	Outcomes in mathematics in KS2 increase by 10% at EXS and at GDS; in KS1 increase to 60%+ at EXS	Results of first years of the project indicate a positive and steady increase in mathematics results at the school.	Continue to purchase the Maths No Problem workbooks; complete Y2 of the project; cascade staff training; regular monitoring, and evaluation of impact; ensure differentiation is in place; catch-up interventions where needed.	KB / EL	Dec 2019
To continue to develop best practice in EYFS and an EYFS approach In Year 1	Rapid progress towards the expected standard	School data clearly evidences accelerated progress of children in EYFS from very low starting points.	Continue with training and developing provision and environment. Train new staff. Use of Wellcoms language assessments.	ASc/ AG	Dec 2019
Total budgeted cost					£15,000
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Wellcoms interventions in EYFS	Rapid progress towards age-expected standard in CLL	Previous years data	Monitoring and evaluation; staff training.	ASc	termly
Teacher led targeted groups in lower KS2 for reading and mathematics	Children 'just below' EXS catch-up to EXS.	Evidence ^{iv} suggests teacher led small group work enhances progress in learning.	Qualified, experienced teacher appointed. Target groups identified by AHT for reading and mathematics. Impact to be monitored half-termly.	HG	termly

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To support for pupils with SEMH/ safeguarding needs to be fully included in lessons.	SEMH children make rapid progress in learning; good levels of engagement.	In school evidence shows that with the right sort of nurturing support SEMH children can make progress similar to their peers (without nurture support, they can slip back as they miss lessons)	SEMH worker in school full-time; FiF one day per week; 1-1 support and interventions as necessary, e.g. play therapy	GN /RN	half-termly
To provide lunchtime support – Lunch Club.	Children supported to play well and make friends	In school evidence shows that supporting developing friendships means children quicker to settle to lessons in class and children are more likely to work co-operatively with peers.	Good environment, resources and staff in place.	RN	termly
Inclusion Support	Children able to maintain good learning behaviours for increasing amounts of time.	Time spent outside of lessons due to emotional needs reduced significantly. Pupils are calmer and learning behaviours improved.	Regular monitoring e.g. behaviour trackers, etc, and liaison with external agencies.	GN/ RN	termly
SENCO time <i>Approx. 45% of PP children have SEN</i>	PP children with SEN make good progress from starting points.	See SEN external review.	Regular monitoring and review.	ASe /GN	termly

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Additional teaching assistant for targeted interventions	To improve language used by pupils & to improve phonics, reading and writing - weekly 1-1 and small group support.	Precision teach, and other interventions – in-school analysis indicates these are effective approaches.	Interventions are reviewed regularly and those which are successful continue – those which aren't cease.	ASe /GN	termly
EP time for assessments, Play Therapy and so on.	Children get the support they need to enable them to succeed.	Support from such external sources is no longer readily available to schools/families due to budget cuts – therefore PP funds can support such needs for individual children.	Regular monitoring and evaluation	GN/ RN/ ASe	half-termly
Total budgeted cost					£89,270
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
School Uniform	Uniform code followed	Success in previous years. PP parent survey indicates they value this support.	Liaise with shop and families.	GN	annually

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SATS revision guides	Improved test technique in Y6.	PP children in Y6 have the revision guides needed for class and homework, meaning they don't lose out. See Y6 data.	Order books early.	KB	annually
Trips, visits & clubs subsidies	Enjoyment and engagement with the whole curriculum.	Success in previous years. PP parent survey indicates they value this support.	Monitor spending. Keep under review.	ER / trip organisers	annually
Total budgeted cost					£12,000
7. Additional detail					

Endnotes: Information on Evidence

i The impact of Reading Recovery three years after intervention

Hurry, J; Holliman, A; (2009) The impact of Reading Recovery three years after intervention. Every Child a Reader Trust

Abstract

Reading Recovery is part of the Every Child a Reader strategy to enable children to make a good start in reading. Reading Recovery is well known to have impressive effects in the shorter term, but less is known about its long-term effectiveness. The present study followed up at the end of Year 4: 120 comparison children, 73 children who had received Reading Recovery three years earlier, and 48 children in Reading Recovery schools who had not received Reading Recovery. The children who had received Reading Recovery were achieving an average National Curriculum level of 3b in reading, which indicates being on track for Level 4 at the end of KS2. The comparison children were on average Level 2a in reading, significantly below the Reading Recovery children. Reading Recovery children were significantly less likely than comparison children to be identified as having Special Educational Needs (SEN Code of Practice, 2008) at the end of Year 3. Case studies give a flavour of the children's experience of school at the end of Year 4. Early intervention was greatly appreciated by the children and parents of the Reading Recovery schools, and the lack of early intervention and its negative consequences were remarked upon by those not in Reading Recovery schools.

<http://discovery.ucl.ac.uk/1477923/>

ii Mastery Approach in Mathematics

The Mathematics Mastery programme is a whole-school approach to teaching mathematics that aims to raise attainment for all pupils and close the attainment gap between pupils from low income families and their peers. The programme aims to deepen pupils' understanding of key mathematical concepts. Compared to traditional curricula, fewer topics are covered in more depth and greater emphasis is placed on problem solving and on encouraging mathematical thinking.

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary/#project-conclusions>

iii What are the benefits of Primary Talk?

Primary Talk can support schools to develop outstanding practice in communication by:

- Developing the spoken language skills that support learning across the curriculum, including reading and writing

- Providing staff with a range of classroom strategies that focus on developing listening and attention skills, vocabulary and the use of visual tools to support spoken language
- Developing pupils' behaviour for learning by helping staff to identify those children whose underlying communication difficulties lead to poor behaviour
- Developing the social aspects of learning – making friends, working in groups, and building relationships.

<https://www.ican.org.uk/>

iv **Improving the Effectiveness of Pupil Groups in Classrooms**

“Despite teachers’ concerns that group-work might get in the way of coverage of mainstream curriculum areas there was evidence that involvement in SPRinG had positive effects on pupils’ academic progress. At KS1 benefits were seen in reading and mathematics. At KS2 group-work seemed to benefit all types of knowledge in science but especially problem solving and inferential thinking.”

Class versus Group Interaction

“In groups the levels of sustained interaction concerning raising questions, making suggestions and justifying statements with reasons (open dialogue) is higher during group discussions in both English and mathematics but not science. These differences increase as the year progresses. Furthermore, these interactions are more often sustained in group situations.”

<http://www.leeds.ac.uk/educol/documents/189786.pdf>