



Inclusion report for governors 2016-2017 July 2017

Total number of pupils on roll: 417

Total number of SEND children on roll: 36

Total number of children who have an ECHP: 4

Total number of PPG children (including FSM): 29

Objectives of Inclusion – additional provision for PPG and SEND pupils

SEND within Binfield is experiencing change both in terms of how many children require additional support but also in the complexity of the need that some of our SEND children require. When reading this report context will need to be considered to be truly appreciative how many needs are now experienced within our school and how it is an ongoing journey to provide provision that supports our vulnerable children to progress and promotes the best outcomes for the range (and intensity) of need experienced.

In terms of progress and attainment the SEND cluster can be perceived very negatively when looking at hard data measures. Our objectives include 'diminishing the difference' at the heart of all interventions; however, SEND children often require much more than purely academic intervention. Remits within the SEND provision spending also include:

- Emotional, social and mental wellbeing – including the use of additional therapy centres/resources for example PATS.
- Family support
- Access to additional activities and sports –both within and outside of school
- Speech and language support
- Occupational therapy time and/or input
- Unpicking cognitive ability and processing – use of the Ed Psych service/SfL service
- Behaviour support - Specific behavioural and emotional support LSA as well as the use of mentoring (across PP and SEND)
- In class support through class based LSAs
- Lunchtime support for vulnerable children (due to their SEND need)
- Access to KLC to support home learning through LSA guidance
- ELSA training for a member of staff to support emotional wellbeing and mental health within our school.

In terms of progress and attainment PPG pupils usually look more positive which suggests that their additional support pathways are simpler (or qualitatively different to) than those children with SEND. This is supported by the fact that children that are categorised as both PP and SEND appear to struggle to an even greater extent due to a double disadvantage. Their funding stream should be separate from the notational SEND budget and the remit of support has a range of areas which include:

- 1:1/small group tutoring
- Learning Mentor
- JACS

- Resources and equipment to support access
- FSA support – wider remit of the family when PPG as this could be a contributing factor as to why they are designated this category.
- Access to KLC to support home learning through LSA guidance.
- Access to the ELSA
- Access to NumbersCount provision – as some funding for training came from the PPG grant.

The hoped for outcome is that a holistic approach to the learning of our vulnerable children will promote positive learning opportunities for our children whilst also addressing any compounding emotional or social needs and, for the more complex SEND children, ensures that they are able to stay within a mainstream setting.

This holistic approach; when looking at further measures such as pupil feedback, Pebbles (our small steps measures within the Depth of Learning system), Strength and Difficulties Questionnaires and scaling exercises, can be seen to also promote progress in some areas of learning. Additionally we have now expanded tracking so that discreet interventions are tracked through measures of progress and engagement as identified by the children themselves (self-evaluation).

Provision for vulnerable learners can be roughly split into four areas which also specifically links our SEND learners to the SEND code of practice 2014:

- Cognition and Learning
- Social, emotional and mental wellbeing
- Sensory and physical need
- Communication and interaction

Addressing the needs of the vulnerable learner begins in the classroom through quality first teaching and many of our children require few interventions as a result of this high level of teaching (**every teacher is a teacher of SEND**). The use of the LSA within the class is another part of the first tier of support for our SEND and low ability children (either through direct support and/or allowing the teacher to be freed up to work with the weaker learners). Outside of that the provision our SEND children receive targeted interventions based on needs identified either by our highly competent class teachers and senior staff members, or by outside professionals who may have been brought in to assess the child in a specific field for example, a speech and language therapist. Our PPG pupils have access to the same services but much of the PPG grant is spent in the area of Cognition and Learning through 1:1 or small group tutoring.

There are services that the school has bought back from the local authority such as Educational Psychology and the Support for Learning service that further widen the potential provision that we can offer as a mainstream school. More recently our FSA has undertaken some additional training so that she can begin to work with more children through the Build to Express programme the focus of which is emotional literacy. Within her role she already works one to one with children and supports families through both direct work and signposting/referring to other appropriate services.

Furthermore to develop in house provision the SENDCO has put together a proposal for developing the Children's Room into a Nurture Teaching Space for our very vulnerable learners in regard to SEND and behaviours that put them at risk of exclusion. The Behaviour and Emotional Support LSA has undertaken ELSA training so that emotional literacy work can follow set programmes to support our children who struggle to express themselves. This supports our works of Communication and Interaction as well as Social, Emotional and Mental wellbeing. These areas of difficulty are our main areas of need if we scrutinise the SEND register (SpC and ASD).

Impact of provision

The impact of provision has historically been evidenced through the general academic measures utilized by the teachers and through improved behaviour within the class which in themselves are valid. These measures show that the pupil is able to be included within the class through the majority of the school day with additional support.

Over the year we have continued to build our tracking measures so we can continue to see the impact of additional support and evidence that our interventions benefit the SEND pupils that we are aiming to help. This is especially important if the intervention is not academic but emotional or communication based. Measuring interventions can take many forms such as SDQs (strength and difficulties questionnaires), additional academic measures such as standardised scores and also quantitative and qualitative feedback from the children themselves. The measures are potentially many and varied; this just reflects the complexity of some of our vulnerable children's needs.

This year we also had a couple of new maths interventions running. One used a computer based programme to reinforce key skills (Binfield Non-Negotiables) so that children begin to have number bonds, common addition/subtraction facts and times tables to hand. The other intervention was a structured programme that developed the skills of an LSA to deliver supplementary Maths teaching through small group work (which used practical resources feeding into the work that Sarah Frankel developed in relation to whole school Maths teaching). This programme had structured sessions for the LSA to use and activities that linked however was also flexible enough to slow/quicken the pace dependent on the needs of the groups. This is a great benefit to the programme and the hope is that the NumbersCount for Key Stage 1 training can be accessed so earlier intervention is available.

NumbersCount Programme


Autumn - Spring	Sandwells				NER data
Class	Starting Score	Maths Age	Finishing Score	Maths Age	
4SF	55	7.4 (6.11-7.9)	Ab	Ab	Sept NFER 95 June NFER 95
4SF	64	8.1 (7.7-8.6)	84	9.7 (9.1 – 10.1)	Keep monitoring – Sept NFER 89 June NFER 95
4RL	52	7.3 (6.10-7.8)	82	9.5 (8.9 -9.11)	Keep monitoring – Sept NFER 79 June NFER 81
4SF	61	7.10 (7.5-8.3)	88	9.11 (9.6 – 10.5)	Confidence Sept NFER 97 June NFER 98
4RL	64	8.1 (7.6-8.6)	79	9.2 (8.8 – 9.8)	Confidence and SEND register – dyspraxia. Sept NFER 88 June NFER 98
4SF	66	8.3 (7.9 – 8.9)	86	9.9 (9.3 – 10.2)	Keep monitoring – Sept NFER 78 June NFER 102
4RL	59	7.8 (7.3-8.3)	86	9.9 (9.3 – 10.5)	Keep monitoring – Sept NFER 95 June NFER 93
4RL	65	8.2 (7.8-8.8)	72	8.8 (8.2 – 9.4)	Keep monitoring – Sept NFER 86 June NFER 98
<p>All children progressed by at least a core of 20. Has shown year/month gains in Maths Age. All children showed at least a year gain outside of one pupil. Nb. Maths Age taken with caution as Sandwells test needs updating but score increase shows definite improvement.</p>					
					Notes
Class	Starting Score	Maths Age	Finishing Score	Maths Age	
4RL	76	9.0			Sept NFER 90 June NFER 99
4SF	74	8.9			Sept NFER 91 June NFER 101
4SF	65	8.2			Sept NFER 84 June NFER 99
4RL	53	7.3			Sept NFER 89 June NFER 97
4SF	88	9.11 (9.6 – 10.5)			Moved onto formal programme Sept NFER 97 June NFER 98
4RL	79	9.2 (8.8 – 9.8)			Moved onto formal programme Sept NFER 88 June NFER 98
4RL	82	9.5			Sept NFER 81 June NFER 93




As can be seen from the NumbersCount report excerpt above, 26% of ten children showed good progress and 66% showed better than good progress (when using NFER scores as a marker). Only



one child had an anomalous dip in results (although they are still within the average range for their chronological age).



The 123Maths Programme was part of upper juniors Maths provision (with one exception) as the programme was fairly self-sufficient with children rehearsing core mental maths skills. Equipment was also made available to them by the LSA who oversaw the intervention. Some of our older children still displayed worrying gaps with their core skills but the majority of the children showed progress when they undertook assessments through this programme (some in September could not access their year group test but by June were able to attempt their year group test having shown good progress through the previous year assessments; tracking of this intervention is available). The children feedback that they enjoyed this programme and the hope is that we continue to use it next year with the older children to support them in diminishing the difference. The children also had access to their login at home and some did practice outside of school to develop their own learning.


The table below relates to our SEND learners specifically as the PPG pupils provision and impact is accounted for within the Pupil Premium Strategy (a statutory document available on our website).


Area of Need	Provision	Expenditure	Objective	Outcome
SEMH	Social and emotional LSA	£10 289	To support SEND and behaviourally challenging pupils across the school to support their engagement in learning through emotional wellbeing	 <p>High needs complex children have remained within the setting and 67% have shown progress in their learning.</p> <p>One pupil has been moved to a part time timetable but this is proving positive in regards to his having success at school to prevent a permanent exclusion. He has been 1:1 with our Emotional and Behavioural LSA for the last four weeks of term.</p> <p>The remit of this job is wider than just SEND pupils (being developed into an Inclusion role) as this LSA has recently trained at ELSA level so will also be working with other vulnerable pupils who may not be on the SEND register (CIN, PP etc.).</p>



	Mentoring	£339 (SEND) LSA £1,830 (PP)	To support children to express any concerns or worries so that they feel safe within school and able to achieve.	 <p>Although hard to measure impact the children's feedback is positive in regard to their having something to trust within school and time to talk through their concerns. 80% of PP pupils fed back that this support was Green (really helped them). 75% of vulnerable children (SEND and CIN etc.) gave it the same assessment. Over the last two years children consistently rank the support as having a big impact on them within school.</p>
	PATS	£600 LSA cost only – charity who donate their time.	To support vulnerable children with their reading. The use of a PET also address sensory / SEMH need. (this intervention cuts across areas of need)	 <p>Of the children that have had access to the PAT team this year 77% have shown good or better progress in their reading. 46% made better than good progress in reading this academic year.</p> <p>56% of Year 2 SEND accessing this support met their expected standard of Reading at the end of Key Stage (teacher assessed).</p> <p>100% of the children accessing this support fed back that it had a big impact on them in school. There is a sensory, social communication and interaction and mental health aspect to this support that is also achieved through this support.</p>
	OT time and/or sensory breaks	£ Within LSA cost below	For children to have an outlet for their sensory need such as fiddle toys, movement breaks and/or a sensory box. This is needed so that they can focus upon the learning once back in the room/from their break.	 <p>The complex children with need for a sensory outlet have resources and/or LSA time to address these needs which allows them to later focus on their learning. OT support has also addressed gross motor skills for several SEND children as these can impact their writing – formation and stamina for writing.</p> <p>83% have shown progress across at least one core subject.</p>



	Sensory Circuits	£714	To support the development of secure motor skills.	 <p>SEND and children with motor skills weakness have improved stamina for writing. Children report that they enjoyed the group and feel that it has improved their handwriting. (See separate group report for feedback).</p> <p>66% showed good or better progress in their writing which would have been impacted, in part, by additional support within this area.</p> <p>All SEND that attend benefit due to having sensory needs due to a diagnosed condition. Staff have benefitted from having a more experienced LSA lead these sessions modelling activities and the importance of these sensory activities.</p>
Sensory and Physical needs	Early Listening Group / Speech and Communication group (YR)	£ part of in class LSA support expenditure see below	To support those children whose listening and speech skills are not as developed as their peers with the foundation stage.	 <p>Tier 1 support for YR children who need to practice and rehearse their speaking and listening skills to be able to engage with the curriculum. Inclusive programmes which include all children struggling with</p> <p>89% of YR children met their GLD in Communication and Language.</p> <p>PP development was not as positive and so 'tilting' our YR communication groups will be essential next year to ensure that PP meet thr GLD.</p>



	1:1 support following up SALT advice and practice	£1,288	To support those children who are accessing SALT through a therapist. School professional trained by therapist to deliver activities and support to enhance progress.	 <p>Improved clarity of speech for two children within Year 1 through 1:1 sessions daily. The LSA concerned has consistently received positive feedback from the link therapist in regards to the outcomes she has promoted for these children.</p> <p>Progress has been so good that the therapist is to close with the children and leave activities for (as well as train) the next year LSAs.</p> <p>Both children have shown improvements in their English through progress within the RWI scheme as well as showing Good Progress from their starting points through the school Depth of Learning tracking.</p> <p>1 Reception child showed progress on their discreet targets although this did not translate into achieving their GLD. From their starting point they show progress.</p>
Communication and interaction	Lunchtime Club (Key Stage 1 and Key Stage 2 clubs)	£3 177	Support for ASD and SEMH children to develop communication and interaction skills. Positive management of behaviours through the long lunch break to support development of social understanding.	 <p>Children accessing the group have reduced numbers of incidences with peers, learning about social interaction is ongoing through the LSAs that support this group. The children who attend have complex needs (often with more than one diagnosis) and this provision is essential to them having a positive school day as unstructured play can be misunderstood by them due to their needs.</p> <p>Children enjoy the club and in the Key Stage 1 club are allowed to take a buddy to widen their circle of friends.</p> <p>Formalised feedback is hard and so rating is based on SENDCO and LSA assessment.</p>


	<p>RWI 1:1 tutoring Or Small group RWI spelling</p>	<p>£4,148</p>	<p>To 'diminish the difference' between SEND pupils and their peers within the RWI programme.</p>	 <p>Children have shown progress within the RWI scheme and their recall of sounds and ability to blend.</p> <p>67% of the SEND cohort met the Phonics Screening Check standard alongside 100% of the PP children (with a pass rate of 95% for the whole of the cohort). 100% of the SEND children showed improvement on their Phonics Screening score when looking at their previous mock results and their final Phonics Screen Assessment in June.</p> <p>From the Year 1 retakes that received this support 67% met the Phonics Screen this year.</p> <p>Key Stage 2 children are showing progress in their spelling within general class work. 75% of the SEND children who access small group spelling are showing good progress in Writing through the Depth of Learning tracking.</p> <p>Teachers informally report that they see improvement in their high frequency word spelling in general work pieces.</p>
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	<p>In class support</p>	<p>£37,843 – 1:1 LSAs through ECHP additional funding = £20 782</p> <p>LSA</p>	<p>To provide tier 1 support within class. This includes both SEND children and those who are weaker learners</p>	 <p>This level of support is key to promoting the inclusion of SEND children within the class learning. It cannot always be quantitatively measured (as support could be pastoral) however the DOL measures are one avenue of potential measure.</p> <p><i>Assessment of this support could also be made using reference to data of SEND groups in each year</i></p> <p>Year 5 average % meeting RWM = 67% Year 4 average % meeting RWM = 40% Year 3 average % meeting RWI = 50% Year 2 average % meeting RWM = 33% Year 1 average % meeting RWM = 67%</p> <p>Again, consideration has to be given to the pastoral support given to LSAs in regard to our SEND children. As well as looking at measures such as the NumbersCount tracking which show progress through other measures.</p> <p>100% of SEND children on Pebbles progress measures (a small steps assessment scale within the school's Depth of Learning assessment scheme) made progress across areas in the core subjects. This is the DOL index for those children who need a pre-curriculum to begin to access their Milestone.</p> <p>Within KS1 we have had a 95% pass rate with the Phonics screen and 86% of EYFS children meeting their threshold for Reading. SEND pass rate was 67% and PP pass rate was 100%.</p>
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Cognition and Learning	Precision Teaching	£ 5 628 LSA guided by SENDCO or teacher	To over-learn or pre-learn curriculum content.	 <p>Children had bespoke planning and activities to address phonetic weaknesses but also to build other reading strategies as they have appear to have other preferred methods of learning words.</p> <p>Within this support 66% of our vulnerable learners are are making good progress. 80% of Year 4 learners are making good progress (they access small group precision teaching).</p>
	Numbers Count	£990 (training) £5,267 LSA	To secure core maths understanding – tables and number bonds	 <p>Vulnerable learners accessing additional booster style Maths that is led by an LSA. The programme revisits core skills practically and focuses on making links between maths skills and applications so that children begin to use what they now to tackle complex problems and develop skills that help them to access more complex problems.</p> <p>(See additional information above re: data and impact).</p>

123Maths	£6,056	To secure Non-Negotiables (key skills work).	 <p>Positive feedback from children as to the impact of the programme on their learning.</p> <p>For year 6 this has not translated into meeting the expected standard at the end of their year but progress for 78% of the Year 6 accessing this support was good when we take into account their starting points.</p> <p>A new intervention this, year 123 Math has been tracked through it's own measures which show good progress also as children at the start could only access material below that of their chronological age and by the end are accessing content at or only one year below their chronological age. This demonstrates that this programme has the potential to diminish the difference for our children. Hopefully longer exposure for the children lower down the school will also show impact on meeting the end of primary standard.</p>
KLC	£2 632	To allow SEND children to access home learning through additional support. LSAs manage the club.	 <p>Vulnerable children have support to complete home learning, supporting comprehension and reinforcement of class learning as well as removing a potential stress within the home environment.</p> <p>Part of inclusion strategy alongside PP children and 43% of PP have requested this support continue or next year so feel that it is of value to them. 1 PP child has requested to begin KLC as they want to be able to have a quiet space to undertake their homework.</p> <p>The club has broadened from beyond PP and will be looked at again next academic year to ensure that all staff are prepared for the need of the children to further impact the outcomes for these children.</p>

	Y6 Maths Booster	£5,267	To promote the best educational outcomes for SEND children.	 <p>89% of the children made good or better than good progress from their starting points. 66%% of the SEND register are now within the Advancing Level of their Milestone. In regards to progress the intervention could be coloured green.</p> <p>44% met the SATS expected standard which held the percentage from last year.</p>
	Tutoring small booster groups – SPAG	£2 340 Teacher	<p>To promote best educational outcomes for SEND children.</p> <p>(other vulnerable children were included and so outcomes are not purely related to SEND)</p>	 <p>Year 6 pupils felt that the groups supported them within their SAT year.</p> <p>89% of children made good progress or good and better progress from their starting points.</p> <p>11% of SEND children being measured through the Pebbles scheme showed progress. Taking into consideration their starting points is key when considering the progress of an SEND child.</p> <p>The percentage of children achieving their SPAG SAT was up 22% this year. 22% of children achieved their Reading SAT which holds the results from last year, we would hope to build on this next year even with another large, complex SEND cohort again in Year 6.</p> <p>Achieving the writing standard (TA) still proved hard so the unpicking of grammar skills needs to be complimented with small extended writing groups as well next year.</p>

	Tutoring small booster groups – Reading	£ 6057 Teacher / LSA	To promote the best educational outcomes for SEND children.	 <p>Support for reading was focused within Upper KS2 due to the complexities of the curriculum at this level of learning and the accessibility of these nuances for SEND learners.</p> <p>33% of Year 6 SEND met the Expected Standard within their teacher assessment which is an improvement on last year. 22% of Year 6 SEND children met the Expected Standard in their SAT.</p> <p>88.9% of Year 5 SEND children showed good progress and 55.5% of SEND children met their Milestone in Reading according to teacher assessment at either EXS or GDS.</p> <p>33.3% SEND children met the GDS for Reading.</p>
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Performance of PP pupils at the end of KS1 (purple are last year's results)

Numbers	Writing PP	Writing General cohort	Reading PP	Reading General cohort	Maths PP	Maths General cohort
	TA	TA	TA	TA	TA	TA
Number of pupils in Y2	60	60	60	60	60	60
Number PP pupils in Y2	3 9%		3 9%		3 9%	
% pupils working towards National Expectations	33% 33%	19% 17%	33% 33%	13% 10%	0% 44%	12% 20%
% pupils attaining National Expectations	67% 63%	59% 53%	67% 56%	44% 52%	67% 44%	61% 60%
% pupils achieving above National Expectations	0% 13%	22% 30%	0% 11% (1 child)	42% 38%	33% 11%	27% 20%

Performance of SEND pupils at the end of KS1 (purple are last year's results)

Numbers	Writing SEND	Writing General cohort	Reading SEND	Reading General cohort	Maths SEND	Maths General cohort
	TA	TA	TA	TA	TA	TA
Number of pupils in Y2	60	60	60	60	60	60
Number SEND	3		3		3	

% SEND pupils disapplied from National Tests.	-	-	-	-	-	-
% SEND pupils working towards National Expectations	66% 67%	78% 100%	56% 44%	78% 88%	66% 33%	66% 66%
% SEND pupils attaining National Expectations	11% 33%	22% 0%	33% 56%	22% 22%	22% 67%	44% 44%
% SEND pupils achieving above National Expectations	0% 0%	0% 0%	0% 0%	0% 0%	0% 0%	0% 0%

Within the general cohort 88% of children met the EXS for Reading, 83% met EXS for Writing and 85% met the EXS for Maths.

TA has become more accurate and moderation has shown that both our Year 6 Teachers are accurate in assessments for our children. The drop in attaining National Expectations through Teacher Assessment can, in part, be explained by this.

It is positive that some percentages are higher when looking at the SAT attainment for SEN although there is work to be done to get close to National Pass rate. It would be interesting to have the National SEND pass rate so that like was compared for like but it is yet to be seen if the new Government SATs analysis tool allows the statistics to be as detailed as this. Furthermore we want to build on the improvement in meeting SAT standards so that we have less of a differential between the general cohort and SEND pupils.

Additionally when comparing these results to the FFT predictions the children hit the expectations that were predicted of them. Many of this cohorts aspirational targets were W (working towards) due to their low starting points.

It is also important to remember that further central analysis that releases progress measures will further contextualise these SAT results for our SEND as they will give a picture as to the extent of their progress from their starting points. E.g. a child who had a progress score of -17 and also missed the SAT expectation would show neither good progress nor attainment. However if an SEND child had a progress score of + 5 and a standardised score of 99 this would show that they had made better than good progress since their Key Stage 1 assessments, just missing out on hitting the 100 score the National Expectation requires. Some of our SEND children will show very positive progress and this will need to be scrutinised alongside the achievement scores as it will show more fully the development of their learning.

Analysis of SEND objectives and outcomes

The notional budget for SEND this year was £44 000 but SEND also subsumed £37 843 in LSA costs however these costs have to be recognised as also being part of the staffing budget (**with our universal offer to all children being that of a LSA within all KS1 classrooms for the day, within lower KS2 for the mornings and a shared morning LSA for upper KS2 as this cost is the time SEND occupy of an LSAs time in class not additional afternoon provision**). Furthermore when we subtract the additional funding paid to the school for 1:1 in class support for our EHCP children then this cost from the notional budget is reduced to £21 782 making up approximately half.

Some children may need a disproportionate amount of the LSA/Teacher's time, which can in itself be, a signifier of a Special Educational Need and or the beginnings of an application for an EHCP however thresholds to receive additional funding is extremely high. More intensive support than your average child is required to access the expectations of National Curriculum. Many LSA's then take small groups and 1:1 in the afternoon sessions to further support our vulnerable learners- this remit extends beyond just SEND children (inclusive practice incorporates other vulnerable learners).

Our PPG grant is £37,380 and this is further broken down within the Pupil Premium Strategy which is freely available on our website. The costings and impact of this ring-fenced support will be available in September when the strategy is updated for the next academic year but 2016-2017 spending is included in the current webpage version.

When looking at impact many interventions had a good impact on the area of need they were addressing. Measures for SEND are variable but it should be recognised that the picture of progress for these children is more than just the National Expectations of the Curriculum. Looking from their starting points (either academic or within children's feedback and the use of emotional measures) interventions have supported children successfully. Practice should continue to be reflective and personalised to support the specific areas of difficulties our SEND children have. After last year it was recognised that formalising programmes for SEND learners were of value as they allowed the LSA to be more impactful (the NumbersCount programme is an excellent example of this and is also why the Key Stage 1 version is hopefully going to be rolled out next academic year).

At Binfield we need to continue to ensure that we are targeting support accurately to ensure that we are supporting our SEND children in the correct way. Need is changing and an array of support will continue to be explored. In addition to which the reduction of SLAs and offers of support services from the Local Authority have precipitated a change in practice in school but also the recognition that further development may be sourcing support services from outside the Local Authority.

Behaviour is also an ongoing challenge we face as a school although it has improved since last year. With some of our SEND we have seen extreme behaviours that can only be supported through 1:1 support and the use of our ELSA trained LSA has been used to facilitate this either through an exit card strategy or scheduled sessions. Ongoing staff training and development will be essential to supporting SEND (if not all) children with behavioural choices. Consistent responses to their needs support these children as they need consequences to be clear and immediate. The first INSET day of the year is to include a behaviour management focus delivered by an outside provider to up skill all staff members and support those who will be new (or are relatively new) to our school. It is hoped that this will support a stronger understanding of what a child's behaviour may be telling us and also a more consistent behaviour management approach across all staff (LSA's are to be invited to attend).

In regards to SEND support and expenditure there have been interventions that have supported behaviour such as the ELSA support. Our FSA has also offered Build to Express to those children who present as highly anxious to support them in managing their emotions within school and begin to find their own coping strategies. Finally, it is important to note that more structured academic interventions also support behaviour as children are keen to come out and the learning is well managed by the teacher/LSA leading the sessions.

Moving forwards for 2017-2018

- Focusing on quality of Maths provision for SEND in regards to cognition and learning as well as tailoring writing support for our SEND children. *Accessing training for comparable*

NumbersCount programme in Key Stage 1 as the impact of the Key Stage 2 programme is strong. This additional support also impacts positively the Maths strand of our School Development Plan.

- Supporting behaviour within our SEND cohort through whole school behaviour management training and a focus on consistency.
- Ensuring that literacy support is structured for the LSAs to deliver so that the children have best outcomes.
- Continued monitoring of measured outcomes to further support good work already being done including developing the use of the Boxall Profile – moving on from SDQs.
- Measures of progress to become more refined as SEND scale of Pebbles becomes embedded through the Chris Quigley Depth of Learning assessment system – all SEND to be put onto Pebbles for September to support positive progress measures.
- Continue to promote the best outcomes for our SEND learners, trying to translate academic outcomes into positive statutory assessment result, building on the improvements from this academic year.

Analysis of PP objectives and outcomes

PP analysis is contained with the Pupil Premium Strategy document that is freely available through the school website.