

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Western Primary School
Number of pupils in school	489
Proportion (%) of pupil premium eligible pupils	5.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	22.12.23
Date on which it will be reviewed	10.11.24
Statement authorised by	Tim Broad
Pupil premium lead	Claire Magill
Governor / Trustee lead	Ian Rainbow

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,222
Recovery premium funding allocation this academic year	£2,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54,992

# Part A: Pupil premium strategy plan

## Statement of intent

### The Pupil Premium Grant

The Pupil Premium Grant (PPG) is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2013, funding was extended to include pupils who have been eligible for free school meals within the past 6 years (EV6). Pupil Premium Plus is paid for pupils who were previously Looked After. It is up to schools to decide how the Pupil Premium is spent, since they are best placed to assess what their pupils need in terms of additional provision. However, schools are accountable for the Pupil Premium and details of how the money is spent must be published on the school's website.

### 3-year long-term pupil premium strategy

This document is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It will be reviewed and updated at least once per year.

### Our philosophy

At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures. We are relentlessly ambitious for all our children, regardless of any disadvantage, and believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate the appropriate resource. We have a range of specialist resources available in school as a result of the considered deployment of our pupil premium funding, which empower us to respond in a timely way to the needs of our most vulnerable pupils.

## Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

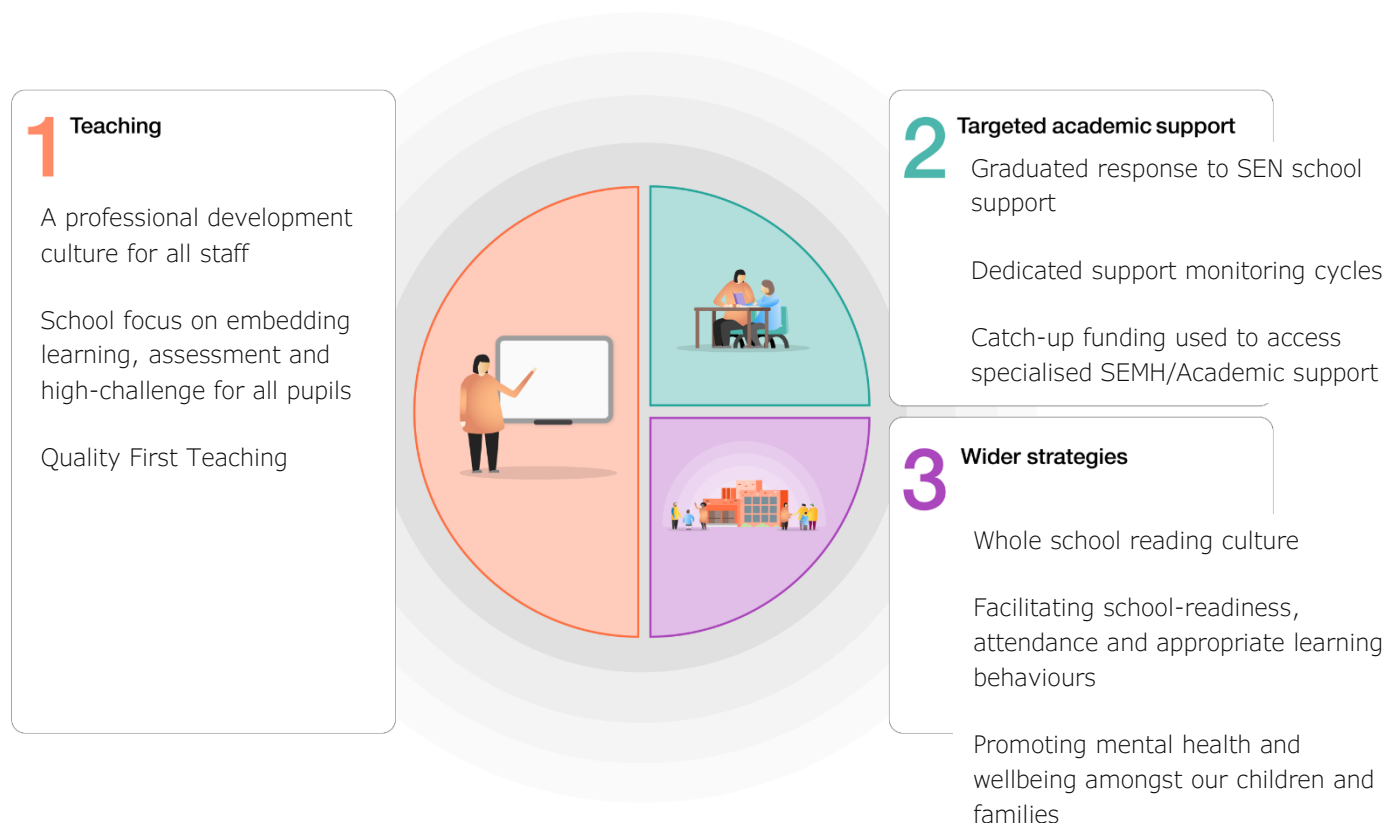
- Ensuring a high-quality education for every learner
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, SEMH issues and attitudes to learning
- Ensuring that the PPG reaches the pupils who need it most and that no child is disadvantaged at school regardless of their background

## School overview

### Tiered Approach

As per the model advocated by the Education Endowment Fund, we have adopted a tiered approach to define our priorities and achieve a balanced approach. The three categories of our tiered approach are:

1. Teaching
2. Targeted academic support
3. Wider strategies



## Challenges

Disadvantaged pupils are not one homogenous group. We recognise the unique and individual needs of every child in our school. Our Pupil Premium students are diverse in their abilities and needs, ranging from pupils with EHCPs to high attaining pupils and children with additional complications in their lives i.e. medical issues, social services involvement, family trauma, homelessness or being new to the country. However, a high number of families in our context do have something in common; poor engagement with schooling and low life aspirations. As a result, attendance, punctuality, motivation to do well in school and mental health issues are concerns for many of our Pupil Premium children.

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge (Internal Barriers)
1	Poor speaking, listening and language skills including expressive and receptive vocabulary and oral language
2	Poor reading comprehension skills as a result of poor language skills and little exposure to literature in the home
3	Poor attitudes and behaviours to learning – low resilience, persistence and concentration skills
4	An increasing number of pupils have complex communication and interaction and SEMH needs
5	Many pupils have additional SEND needs
Challenge number	Detail of challenge (External Barriers)
A	Poor parental engagement in pupil's learning – little support at home for some pupils
B	Some pupils come from language and book-poor homes, so they have large vocabulary gaps which affects their comprehension in all subjects
C	Long-standing, multi-generational undervaluing of education – some pupils raised without aspiration to succeed in school or life.
D	Some parental poor attitudes towards absence, including persistent absence, lateness and holidays in term time.
E	Mental Health Issues and family difficulties – a high number of Pupil Premium pupils come from families who are experiencing domestic difficulties, mental and physical health issues, previous trauma, police or social services involvement. These matters impact on learning and attendance.

F	Limited opportunities for families to access professional assessment and support services – many agencies have very long waiting lists
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve the academic outcomes for all Disadvantaged pupils in the school	All children, regardless of background, are making expected levels of progress
To ensure Disadvantaged pupils have access to the same wide range of cultural capital experiences all other pupils do	Children are not missing opportunities to access the wider curriculum
To improve the life-chances of all Disadvantaged pupils by instilling a love of learning in them and creating the ambition and motivation to succeed	All children, regardless of background, are making expected levels of progress. A graduated response to SEN school support is in place.
To ensure that teaching and learning opportunities meet the needs of all pupils	All children, regardless of background, are making expected levels of progress. A graduated response to SEN school support is in place.
To ensure that appropriate provision is made for pupils who belong to vulnerable groups, which includes ensuring that the needs of socially disadvantaged pupils are assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered, or qualify for, free school meals.	All children, regardless of background, are making expected levels of progress. A graduated response to SEN school support is in place.
Disadvantaged / Pupil Premium funding is allocated based on identified and ongoing trends, which enable us to be responsive to the needs of our school community.	All children, regardless of background, are making expected levels of progress. A graduated response to SEN school support is in place.

	place. Targeted support is closely monitored and regularly reviewed.
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide structured coaching as part of our CPD offer to staff, improving practice and outcomes for all pupils	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf</a>	1,2,3,4,5
To maintain our focus on tiered vocabulary and monitor its impact on writing	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a>	1,2, 3, 5, C
Investment in CPD and resources relating to metacognition as a strategy for embedding learning.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 5, A, C, D
To implement the use of the Socrative app which enables teachers to deliver high challenge, low threat quizzes with the facility to rapidly identify and address gaps in learning.	<a href="#">2012 Karpicke Grimaldi EDPR.pdf (purdue.edu)</a> <a href="#">Retrieval practice: how to get low-stakes quizzes right   Tes News</a>	3, 4, 5, C
To ensure all pupils have access to a challenging curriculum	<a href="#">High challenge, low threat — Mary Myatt Learning</a>	3, 5
To develop a clear cycle of assessment, including regular temperature checks for all year groups to support teacher judgements and identify strengths and development needs for all pupils.	<a href="#">DfE master short document template (publishing.service.gov.uk)</a>	1, 2, 3, 4, 5, C

Use of technology in the classroom to support teaching and learning (Clicker)	<a href="https://www.educationendowmentfoundation.org.uk/special-educational-needs-mainstream-schools-eeef">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5, C
Provision of a specialist music teacher to ensure widening of cultural experiences.	<a href="https://www.educationendowmentfoundation.org.uk/arts-participation-eeef">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	1, 3, A, C, E
Investment in accredited coaches to develop high quality teaching and classroom support	<a href="https://d2tic4wvo1iusb.cloudfront.net/EEF-Effective-Professional-Development-Guidance-Report.pdf">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1,2,3,4,5 A,B,C
Investment in training (NPQs) to develop capacity (e.g. Leading Teacher and Leading Teacher Development)	<a href="https://d2tic4wvo1iusb.cloudfront.net/EEF-Effective-Professional-Development-Guidance-Report.pdf">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>  <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/642217/emerging-findings-from-the-evaluation-of-national-professional-qualifications-interim-report-1.pdf">Emerging findings from the evaluation of National Professional Qualifications: interim report 1 (publishing.service.gov.uk)</a>	1,2,3,4,5 A,B,C
Investment in training for Little Wandle to promote early reading	<a href="https://www.educationendowmentfoundation.org.uk/phonics-eeef">Phonics   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/642217/emerging-findings-from-the-evaluation-of-national-professional-qualifications-interim-report-1.pdf">Evidence for Systematic Synthetic Phonics - Five from Five</a>	1,2 A,B
Introduction of NCTM mastering number programme for EYFS and KS1	<a href="https://www.ncetm.org.uk/Supporting-Research-Evidence-and-Argument-NCETM">Supporting Research, Evidence and Argument   NCETM</a>	3,5 A

## Targeted academic support

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure formative and summative assessment systems identify specific	<a href="https://www.educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/">https://www.educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/</a>	1,2,3,4,5,B, C, D, E



areas of challenge in maths and English for individual pupils		
Ensure that dedicated support is monitored and reviewed	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	1,2,3,4,5,A
Ensure targeted interventions are in place for children who have fallen behind due to disadvantage and/or disrupted education due to the coronavirus pandemic	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	1,2,3,4,5,A
Use of catch-up funding to provide dedicated support and small group tutoring	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>  <a href="https://docs.google.com/document/d/1bSDMukY4t5djXZOzd_PGzNyirsOil1mR/edit?usp=sharing&amp;ouid=117129726557185222340&amp;rt=pof=true&amp;sd=true">https://docs.google.com/document/d/1bSDMukY4t5djXZOzd_PGzNyirsOil1mR/edit?usp=sharing&amp;ouid=117129726557185222340&amp;rt=pof=true&amp;sd=true</a>	1, 2, 3, 4, 5
EWB support for our vulnerable children in class or at unstructured times of the day (such as break / lunchtimes)	<a href="http://www.gov.uk">Supporting wellbeing - GOV.UK (www.gov.uk)</a>	5, A, C, E
Power of 2 Maths intervention	<a href="https://www.booleanmathshub.org.uk/files/2315/8392/5579/3e_Securing_times_table_fluency_for_Year_4.pdf">https://www.booleanmathshub.org.uk/files/2315/8392/5579/3e_Securing_times_table_fluency_for_Year_4.pdf</a> <a href="#">Power of 2 Book - proven maths support program   123 Learning</a>	4, C
Visual Stress Assessment for learners presenting with traits of dyslexia	<a href="http://bdadyslexia.org.uk">Dyslexia screening - British Dyslexia Association (bdadyslexia.org.uk)</a>	5, D
To develop our use of assessment for targeted interventions, including the use of profiling tools (SNAP)	<a href="https://educationendowmentfoundation.org.uk">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5, C

## Wider strategies

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Ensure that remote education is embedded in readiness for any restricted attendance</p>	<p>School evidence suggests that where children are prepared for a swift transition between school and home-based learning, this allows teachers to continue with the momentum of teaching and for time lost to be minimised.</p>	<p>A, C, D</p>
<p>Targeted and ad-hoc pastoral support via the EWB team for pupils who are experiencing trauma, loss or turbulence</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	<p>5, A, B, C, D, E</p>
<p>Rigorous monitoring and analysis of attendance with follow up actions where required to maximise attendance</p>	<p>Higher overall absence leads to lower attainment at KS2 and KS4</p> <p>The Department for Education (DfE) published <a href="#">research</a> in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> <li>• Pupils with <b>no absence</b> are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> <li>• Pupils with <b>no absence</b> are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> </ul> <p>There's a clear link between poor attendance and lower academic achievement</p> <p>DfE research (2012) on <a href="#">improving attendance at school</a> found that:</p> <ul style="list-style-type: none"> <li>• Of pupils with <b>absence over 50%</b>, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English</li> <li>• 73% of pupils who have <b>over 95% attendance</b> achieve 5 or more GCSEs at grades A*-C</li> </ul> <p>Pupils with persistent absence are less likely to stay in education</p> <p>Advice from the <a href="#">National Strategies</a> (hosted on the National Archives) says that:</p> <ul style="list-style-type: none"> <li>• The links between attendance and achievement are strong</li> </ul>	<p>D</p>

	<ul style="list-style-type: none"> <li>Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years</li> </ul>	
To organise events across school to inform parents about the importance of reading with a particular focus on Early Years.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</a>	1, 2, 3, A, B, C, D, E
To support staff in managing challenging behaviour and responding to complex need in school (supervision, specialist training etc)	<a href="http://thekeyssupport.com">Supervision meetings for EYFS staff   The Key Leaders (thekeyssupport.com)</a>	3, 4, 5, C, D, E, F
To promote positive engagement and offer community support through the role of a Family Support Worker	<a href="http://educationendowmentfoundation.org.uk">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>	5, A, B, C, D, E
Provision of a professional counselling service to support mental health and attendance	<a href="http://cam.ac.uk">Counselling can help young children's mental health, says study - Department of Psychiatry (cam.ac.uk)</a>	4 E,F

Total budgeted cost: £55,000

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### Teaching priorities:

- iPads were used effectively to support teaching and learning in the classroom and give equitable access to all. We continue to innovate with our use of iPads to engage children in their learning and to inspire curiosity and creativity.
- Enhanced opportunities for reading and increased engagement, leading to better outcomes – e.g. Y1 phonics results and above national figures in EYFS for reading GLD.

#### Targeted academic support:

- Further development of our SEND offer, including a clear roadmap, understood by all staff, ensuring appropriate and targeted support reaches the pupils most in need of support.
- SEN school support enabled all our children to access their learning and make progress.
- Development of two sensory spaces in KS1 for pupils to access at periods of overwhelm.
- Positive impact on attainment at Y6 for pupils engaged with small group tuition.
- Targeted support is reviewed in 6-week cycles to ensure continued progress.
- TalkBoost and Verbo have been implemented to support the development of social interaction skills and vocabulary.

#### Wider strategies:

- Our EWB team continued to have regular contact with vulnerable children and families so that we were better able to support them and meet their needs.
- Attendance in school has steadily improved post-Covid and our attendance across the year was above the national average at 95.5%
- Significant improvements seen in early reading which were reflected in the phonics screening check with figures rising from 73% in 2021-22, to 87% in 2022-23.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Reading, writing and spelling intervention programme	Nessy Reading Plus

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	See strategies and outcomes outlined above
What was the impact of that spending on service pupil premium eligible pupils?	See strategies and outcomes outlined above

## Further information

Below is additional information which outlines the work done across the school to address the identified barriers to learning, achievement and attainment. In addition to Quality First teaching and in-class support, we have a dedicated Inclusion Team who work hard to give our most vulnerable children what they need to be successful.

### Emotion and Wellbeing support at Western

We have an experienced team in school who work closely with teaching staff to support children with additional learning needs and children (alongside their families) who are having emotional/ mental health/ domestic issues. With the expertise within school, we have chosen to focus on a small number of priorities (based on the work of the extended support team in school) to give them the best chance of success.

<p><b><u>Family Support Worker</u></b> (4 days p/w)</p>	<p>Safeguarding/ Child protection</p> <p>Professional liaison – Early Help and social workers</p> <p>Parent support (all issues)</p> <p>Refuge link worker</p> <p>Attendance reporter</p> <p>Emotional check-ins with children</p> <p>Lego therapy – social interaction, turn taking, self-esteem.</p> <p>Drawing and Talking programme – 12 weeks</p> <p>Junction – lunch time</p> <p>School gate first thing</p> <p>Mental Health First-aid trained</p>
<p><b><u>School Counsellor &amp; Wellbeing Coach</u></b> (Full Time)</p>	<p>Emotional check-ins with children</p> <p>Sensory sessions</p> <p>Friendship Intervention – 6-week programme</p> <p>Self -esteem intervention – 6-week programme</p>

	<p>Play/ Art/ Talk/ Creative sessions – fine motor skill development, self-awareness, turn-taking</p> <p>Young carer intervention – self-esteem work, enhancing play experience, developing individuality</p> <p>JustB Bereavement/ Divorce support – Loss models</p> <p>Lunchtime / breaktime – support / observations</p> <p>Parent contact</p> <p>School gate first thing</p> <p>Suicide awareness and assist trained</p>
<p><u>School Counsellor &amp; Wellbeing Coach</u> (4 days p/w)</p>	<p>Emotional check-ins with children</p> <p>Sensory sessions</p> <p>Friendship Intervention – 6-week programme</p> <p>Self-esteem intervention – 6-week programme</p> <p>Play/ Art/ Talk/ Creative sessions – fine motor skill development, self-awareness, turn-taking</p> <p>Young carer intervention – self-esteem work, enhancing play experience, developing individuality</p> <p>Anxiety support</p> <p>Lunchtime / breaktime – support / observations</p> <p>Parent contact</p> <p>School gate first thing</p> <p>Suicide awareness and assist trained</p>
<p><u>Emotion and Communication Coach</u> (4 days p/w)</p>	<p>SALT – targets set by NHS/ Assessment in Reception (Progression Tools)</p> <p>Social communication – Time to Talk (KS1) Socially speaking programme (KS2)</p> <p>EAL support programme</p>

	<p>Resilience Intervention – 6 weeks programme (How anxiety effects/ CBT)</p> <p>Resilience building programme – 8 weeks programme (older children – how to be resilient through discussion and cards)</p> <p>Lego therapy – social interaction, turn taking, self-esteem.</p> <p>3/ 5-point scale – supporting children with regulation of own emotions</p> <p>Restorative practice</p> <p>TalkBoost / Verbo language support</p>
<p><u>Child and Young Person Counsellor</u></p> <p>(Traded Service)</p>	<p>In exceptional cases, we can access external support through a traded service. They have worked with the school in the past and have significantly contributed to our practice.</p>

## Learning support at Western

<p><u>Intensive Literacy Support – KS1</u></p> <p>3 days</p> <p>Has had training from the Dyslexia Institute</p>	<p>Intensive 1 to 1 literacy (reading, writing, phonics, spelling, grammar) using a range of multi-sensory, kinaesthetic interventions and programmes which are tailored to a child's individual needs including:</p> <ul style="list-style-type: none"> <li>- a variety of mediums (sand, foam, play dough, paint, chalks, etc.)</li> <li>- different materials (paper, card, felt, foil, sandpaper, etc.)</li> <li>- magnetic boards, gel boards, chalk boards</li> <li>- physical and environmental objects (a bag of shopping or photos of street/shop signs)</li> <li>- songs, rhymes and actions</li> <li>- a wide variety of books from different schemes</li> <li>- computer programmes</li> <li>- iPad apps</li> <li>- Learning is based on individual interests</li> </ul> <p>Interventions: Reading Intervention, ALK, Nessy, Wordshark. Dyslexia Quest assessment WRAT assessment – start/ end of Y2</p>
<p><u>Intensive Literacy</u></p>	<p>Intensive 1 to 1 literacy (reading, writing, phonics, spelling, grammar) using a range of multi-sensory, kinaesthetic interventions and programmes which are tailored to a child's individual needs including:</p>



<p><u>Support – KS1</u></p> <p>5 mornings</p>	<ul style="list-style-type: none"> <li>- a variety of mediums (sand, foam, play dough, paint, chalks, etc.)</li> <li>- different materials (paper, card, felt, foil, sandpaper, etc.)</li> <li>- magnetic boards, gel boards, chalk boards</li> <li>- physical and environmental objects (a bag of shopping or photos of street/shop signs)</li> <li>- songs, rhymes and actions</li> <li>- a wide variety of books from different schemes</li> <li>- computer programmes</li> <li>- iPad apps</li> <li>- Learning is based on individual interests</li> </ul> <p>Interventions: Reading Intervention, ALK, Nesy, Wordshark. WRAT assessment – start/ end of Y2</p>
<p><u>Learning Support – Y3/4</u></p> <p>5 afternoons</p>	<p>1 to 1 and small group targeted support using a range of multi-sensory, kinaesthetic interventions and programmes which are tailored to a child's individual needs.</p> <p>Nesy spelling support &amp; spelling strategies</p> <p>Reading intervention</p> <p>Phonics support – Phase 2-5</p> <p>In-class support when appropriate</p>
<p><u>Learning Support – Y5/6</u></p> <p>2 afternoons</p>	<p>1 to 1 and small group targeted support using a range of multi-sensory, kinaesthetic interventions and programmes which are tailored to a child's individual needs.</p> <p>Nesy spelling support &amp; spelling strategies</p> <p>Reading intervention</p> <p>Phonics support</p> <p>In-class support when appropriate</p>