

SHIREMOOR PRIMARY SCHOOL
EYFS PUPIL PREMIUM REVIEW
2021-2022



| Summary Information | | | | | |
|---------------------------------|--------------------------|-----------------|--|--|--|
| School | Shiremoor Primary School | | | | |
| Financial year | 2020-21 | Total PP Budget | Summer Term - £477.00 Autumn Term - £667.80 Spring Term - £572.40 (This is then supplemented where required by school budget). | | |
| No. of pupils eligible for EYPP | 18 | | | Date for next internal review of this strategy | End of academic year with on-going periods of monitoring |
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| Current FSM Data EYFS | |
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| 2020-2021 Data- School Non- FSM in brackets | <u>Reception</u> <u>School Average for</u> <u>Pupils FSM</u> |
| % achieving at 'Good Level of Development' | 53 % (9/17) NON PP: 84% (26/31) |

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| <p><u>Barriers to Future Attainment</u></p> <p><u>In-school barriers</u></p> <p><u>SEND</u> We have a high percentage of children who are on the register for SEND because they have a current diagnosis or are being assessed by other agencies to receive a diagnosis. Speech and Language delay on-entry to school is a large issue and we make referrals swiftly. The majority of other SEN children across school are ASD or ADHD although we do have a couple of children with more significant needs and often, these needs can present some barriers for the children when it comes to learning.</p> <p><u>School Context of Deprivation</u> School Context of Deprivation indicator (IDACI) is 0.3 (decile 3) compared to National average of 0.24. We have an IMD of 3 (score: 28.7). Based on the IMD decile: 88% of our children live in the 4 most deprived areas of North Tyneside (65% in the 3 most deprived areas and 23% in the most deprived areas) Only 11% live in the 4 least deprived areas.</p> <p><u>Attainment on Entry:</u> Low starting points of children (particularly those eligible for PP) which means that not all children are school ready. PP children currently do less well than non-pupil premium children and this gap begins on entry however, for the last couple of years, we have seen the gap close by Year 6. Our PP children do perform in line with, and above those children nationally at all Key Stages.</p> <p><u>External Barriers</u></p> <p><u>Attendance</u> The figures for Persistent Absence shows that generally PP absence is higher than that of Non-PP children by 0.8% but was well- below that of PP children nationally. Our PP children are also more likely to be PA. Our attendance figures are better than national due to the employment of a Lead Learning Mentor who monitors attendance daily so that we can take immediate action.</p> <p><u>Social Care Needs</u> A group of pupils eligible for PP display difficulties in Social and Emotional aspects for their learning. In addition, a high proportion of the families within our school have historically or currently been supported by external agencies. School is required to offer support to most families to address their varied needs and support the learning of the children.</p> <p><u>External Opportunities</u> Children have a lack of experiences outside of school which often presents issues with children not being suitably equipped to start their school journey or access content in the curriculum. Most of our families rely on school support to further enhance a child's academic journey and other experiences through school trips, homework, extra-curricular clubs and family day trips.</p> <p><u>Resources</u></p> |
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Children don't always have access to a range of literature thus limiting their comprehension and vocabulary which presents limitations to their ability to access the changes in the National Curriculum. The school priority is around development of all reading skills as we recognise that without the ability to read, children's future life chances are limited.

| Quality Teaching For All | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|------------------------|---|--|------------------------------------|---|------------------------------------|--|-----------------------|------------------------------|------------------------------|------------------------------------|------------------------------|------------------------------------|-----|-----------------|-----------------|-------------------|-------------------|----------------------|---------------------|------|----------------|----------------|-------------------|------------------|----------------------|---------------------|-------|----------------|-----------------|-------------------|------------------|----------------------|---------------------|------|--------------|---------------|---------------|------------------|--------------------|--------------------|----------|-------------|-----------------|-------------------|------------------|----------------------|---------------------|
| Desired outcome | Chosen action/approach | Evidence and rationale | How it will be implemented | Staff lead | Review of implementation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| To continue to improve the phonic abilities of all from nursery throughout KS1 so that each year we have improved outcomes for phonics and better starting points for children in Early Reading and writing. | PHONICS/READWRITEIN C | Baseline assessments in nursery showed children have low starting points in early reading skills and listening. Embedding a rich literacy environment for early readers to be successful in literacy. Teaching and Learning toolkit states that phonics has a moderate impact, very | NURSERY Follow Phonological awareness programme in Autumn term. Spring term begin RWInc daily in small group sounds lessons with teacher and TA. | Mrs Penketh Miss Wilson | <p>Nursery reading data</p> <p><u>Reading</u></p> <table border="1"> <thead> <tr> <th></th> <th>% Working At Baseline</th> <th>% Working At End of Autumn 2</th> <th>% Working At End of Spring 2</th> <th>% Working Below At End of Spring 2</th> <th>% Working At End of Summer 2</th> <th>% Working Below At End of Summer 2</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>38% (14/37 chn)</td> <td>(18/38 chn) 47%</td> <td>70% (26 children)</td> <td>30% (11 children)</td> <td>76% (28/37 children)</td> <td>24% (9/37 children)</td> </tr> <tr> <td>Boys</td> <td>31% (5/16 chn)</td> <td>(7/17 chn) 42%</td> <td>63% (10 children)</td> <td>37% (6 children)</td> <td>75% (12/16 children)</td> <td>25% (4/16 children)</td> </tr> <tr> <td>Girls</td> <td>43% (9/21 chn)</td> <td>(11/21 chn) 53%</td> <td>76% (16 children)</td> <td>24% (5 children)</td> <td>76% (16/21 children)</td> <td>24% (5/21 children)</td> </tr> <tr> <td>SEND</td> <td>0% (0/2 chn)</td> <td>(1/4 chn) 25%</td> <td>25% (1 child)</td> <td>75% (3 children)</td> <td>75% (3/4 children)</td> <td>25% (1/4 children)</td> </tr> <tr> <td>Non-SEND</td> <td>40% (14/35)</td> <td>(17/34 chn) 50%</td> <td>76% (25 children)</td> <td>24% (8 children)</td> <td>73% (24/33 children)</td> <td>27% (9/33 children)</td> </tr> </tbody> </table> | | | % Working At Baseline | % Working At End of Autumn 2 | % Working At End of Spring 2 | % Working Below At End of Spring 2 | % Working At End of Summer 2 | % Working Below At End of Summer 2 | All | 38% (14/37 chn) | (18/38 chn) 47% | 70% (26 children) | 30% (11 children) | 76% (28/37 children) | 24% (9/37 children) | Boys | 31% (5/16 chn) | (7/17 chn) 42% | 63% (10 children) | 37% (6 children) | 75% (12/16 children) | 25% (4/16 children) | Girls | 43% (9/21 chn) | (11/21 chn) 53% | 76% (16 children) | 24% (5 children) | 76% (16/21 children) | 24% (5/21 children) | SEND | 0% (0/2 chn) | (1/4 chn) 25% | 25% (1 child) | 75% (3 children) | 75% (3/4 children) | 25% (1/4 children) | Non-SEND | 40% (14/35) | (17/34 chn) 50% | 76% (25 children) | 24% (8 children) | 73% (24/33 children) | 27% (9/33 children) |
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| Girls | 43% (9/21 chn) | (11/21 chn) 53% | 76% (16 children) | 24% (5 children) | 76% (16/21 children) | 24% (5/21 children) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEND | 0% (0/2 chn) | (1/4 chn) 25% | 25% (1 child) | 75% (3 children) | 75% (3/4 children) | 25% (1/4 children) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-SEND | 40% (14/35) | (17/34 chn) 50% | 76% (25 children) | 24% (8 children) | 73% (24/33 children) | 27% (9/33 children) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | <p>low cost and extensive evidence. It also suggests that qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.</p> <p>Research suggests that phonics is particularly beneficial for younger learners (4-7</p> | <p>RECEPTION Small group phonics daily Additional teacher 1:1 reading 1:1 RWI intervention with trained TA Phonics activities and reading books sent home to encourage parental participation.</p> | <p>Mrs Penketh Mrs Evans Miss Haigh Miss Bott Miss Coulson</p> | <p>Reception reading data 2022 79% (38/48) achieved reading ELG</p> <table border="1" data-bbox="1167 331 1966 587"> <thead> <tr> <th>2022 FSM (17)</th> <th>2022 non FSM (31)</th> <th>Gap</th> <th>2022 Girls</th> <th>2022 Boys</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>65% (11/17)</td> <td>87% (27/31)</td> <td>22%</td> <td>80% (16/20)</td> <td>79% (22/28)</td> <td>1%</td> </tr> <tr> <td>59</td> <td>79</td> <td></td> <td>79%</td> <td>70%</td> <td></td> </tr> </tbody> </table> <p>40% of PP on track to achieve ELG in Literacy at baseline in Reception. Progressed to 65% PP children achieved ELG in Literacy end of Reception.</p> <p>20% of SEN on track to achieve ELG in Literacy at baseline in Reception. Progressed to 54% of SEN achieving ELG in Literacy end of Reception.</p> <p>41% of boys on track to achieve ELG in Literacy at baseline in Reception. Progressed to 79% of boys achieving ELG in Literacy at end of Reception.</p> | 2022 FSM (17) | 2022 non FSM (31) | Gap | 2022 Girls | 2022 Boys | Gap | 65% (11/17) | 87% (27/31) | 22% | 80% (16/20) | 79% (22/28) | 1% | 59 | 79 | | 79% | 70% | |
|----------------|-------------------|--|--|--|--|---------------|-------------------|-----|------------|-----------|-----|----------------|----------------|-----|----------------|----------------|----|----|----|--|-----|-----|--|
| 2022 FSM (17) | 2022 non FSM (31) | Gap | 2022 Girls | 2022 Boys | Gap | | | | | | | | | | | | | | | | | | |
| 65% (11/17) | 87% (27/31) | 22% | 80% (16/20) | 79% (22/28) | 1% | | | | | | | | | | | | | | | | | | |
| 59 | 79 | | 79% | 70% | | | | | | | | | | | | | | | | | | | |

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| | | <p>year olds) as they begin to read.</p> <p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> | | | |
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| | | Phonics approaches have been consistently found to be effective in supporting younger readers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----------------------------|--|--|------------------------------------|--|------------------------------------|-----------------------|------------------------------|------------------------------|------------------------------------|------------------------------|------------------------------------|-----|-----------------|-----------------|-------------------|-------------------|----------------------|----------------------|------|----------------|----------------|------------------|------------------|----------------------|---------------------|-------|----------------|-----------------|-------------------|------------------|----------------------|---------------------|------|--------------|---------------|---------------|------------------|--------------------|--------------------|----------|-------------|-----------------|-------------------|-------------------|----------------------|---------------------|-----------------------------|----------------------------|---------------------------|--------------------------|
| To improve the skills of our children related to fine motor skills and formation of letters to ensure they are in line with their peers and national standards from their low starting points. | HANDWRITING | Data analysis of 2019-2020 cohort has shown low attainment in writing linked to fine motor skills and formation of letters. Teaching and learning Toolkit states that Early Literacy approaches has moderate impact for very low cost, based on moderate evidence. | NURSERY Summer term 2x weekly formation of letters and name writing with teacher/TA) | Miss Wilson Mrs Hill | <p>Nursery data</p> <p><u>Writing</u></p> <table border="1"> <thead> <tr> <th></th> <th>% Working At Baseline</th> <th>% Working At End of Autumn 2</th> <th>% Working At End of Spring 2</th> <th>% Working Below At End of Spring 2</th> <th>% Working At End of Summer 2</th> <th>% Working Below At End of Summer 2</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>38% (14/37 chn)</td> <td>(19/38 chn) 50%</td> <td>57% (21 children)</td> <td>43% (16 children)</td> <td>70% (26/37 children)</td> <td>30% (11/37 children)</td> </tr> <tr> <td>Boys</td> <td>31% (5/16 chn)</td> <td>(6/17 chn) 35%</td> <td>44% (7 children)</td> <td>56% (9 children)</td> <td>63% (10/16 children)</td> <td>37% (6/16 children)</td> </tr> <tr> <td>Girls</td> <td>43% (9/21 chn)</td> <td>(13/21 chn) 62%</td> <td>66% (14 children)</td> <td>34% (7 children)</td> <td>76% (16/21 children)</td> <td>24% (5/21 children)</td> </tr> <tr> <td>SEND</td> <td>0% (0/2 chn)</td> <td>(1/4 chn) 25%</td> <td>25% (1 child)</td> <td>75% (3 children)</td> <td>25% (1/4 children)</td> <td>75% (3/4 children)</td> </tr> <tr> <td>Non-SEND</td> <td>40% (14/35)</td> <td>(17/34 chn) 50%</td> <td>60% (20 children)</td> <td>40% (13 children)</td> <td>76% (25/33 children)</td> <td>24% (8/33 children)</td> </tr> </tbody> </table> <p>Name Writing</p> <table border="1"> <thead> <tr> <th><u>Can write first name</u></th> <th><u>Can write full name</u></th> </tr> </thead> <tbody> <tr> <td>28/37 children 76%</td> <td>6/37 children 16%</td> </tr> </tbody> </table> <p>Successful actions in provision used to support handwriting development.</p> <ul style="list-style-type: none"> Fine motor challenges for all children to complete indoors with an adult 2x weekly in the funky fingers area of the classroom. Children who are not on track in this area of learning receive 10 minutes of focused play with an adult in this area to support fine motor skill development (E.g. threading, scissor skills, tools, pipettes). | | % Working At Baseline | % Working At End of Autumn 2 | % Working At End of Spring 2 | % Working Below At End of Spring 2 | % Working At End of Summer 2 | % Working Below At End of Summer 2 | All | 38% (14/37 chn) | (19/38 chn) 50% | 57% (21 children) | 43% (16 children) | 70% (26/37 children) | 30% (11/37 children) | Boys | 31% (5/16 chn) | (6/17 chn) 35% | 44% (7 children) | 56% (9 children) | 63% (10/16 children) | 37% (6/16 children) | Girls | 43% (9/21 chn) | (13/21 chn) 62% | 66% (14 children) | 34% (7 children) | 76% (16/21 children) | 24% (5/21 children) | SEND | 0% (0/2 chn) | (1/4 chn) 25% | 25% (1 child) | 75% (3 children) | 25% (1/4 children) | 75% (3/4 children) | Non-SEND | 40% (14/35) | (17/34 chn) 50% | 60% (20 children) | 40% (13 children) | 76% (25/33 children) | 24% (8/33 children) | <u>Can write first name</u> | <u>Can write full name</u> | 28/37 children 76% | 6/37 children 16% |
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| All | 38% (14/37 chn) | (19/38 chn) 50% | 57% (21 children) | 43% (16 children) | 70% (26/37 children) | 30% (11/37 children) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Boys | 31% (5/16 chn) | (6/17 chn) 35% | 44% (7 children) | 56% (9 children) | 63% (10/16 children) | 37% (6/16 children) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | <p>RECEPTION Handwriting (2x weekly with TA) following RWInc formation in daily lessons with RWI teacher.</p> | <p>Mrs Evans Miss Coulsen</p> | <ul style="list-style-type: none"> • 'Fine motor Friday' focus activities for children to complete independently during continuous provision each week. Children who are not on track in this area of learning to be directed by an adult to activities that will support them in achieving their individual next steps during this time. • Pre-writing shapes are available for children to copy and overwrite in the writing area with a variety of chunky and narrow grip writing tools e.g. whiteboard pens, pencils, crayons and chalk for children to access independently. • Name cards are available for children for copy and overwrite in the writing area with a variety of chunky and narrow grip writing tools e.g. whiteboard pens, pencils, crayons and chalk for children to access independently. • 1:1 name overwriting or pencil control with key worker 3x weekly. • Opportunities for children to continue to develop their gross motor skills each week during Woodland Wednesday activities e.g. tool work, using the water wall pump, climbing trees, weaving, filling and emptying, large scale mark making with sweeping brushes, dancing with pompoms, scarves and ribbons etc. <p>Reception data On entry to Reception ELG Fine Motor Skills 75% achieved One child who did not achieve ELG, referred to Occupational Health</p> |
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| | | | 1:1 approach Occupational Therapy physical development pack of fine motor exercises.- 12 week programme. Write from the start programme | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------------|---|---|------------------------------------|---|------------------------------------|-----------------------|------------------------------|------------------------------|------------------------------------|------------------------------|------------------------------------|-------------------|-----------------|-----------------|-------------------|-------------------|----------------------|----------------------|--------------------|----------------|----------------|-------------------|------------------|----------------------|---------------------|---------------------|----------------|-----------------|-------------------|------------------|----------------------|---------------------|-------------------|--------------|--------------|-----------------|-------------------|--------------------|--------------------|------------------------|-------------|-----------------|-------------------|------------------|----------------------|---------------------|
| To improve progress in listening skills and attainment for PP children in reading to ensure that we give these pupils opportunities to succeed across the curriculum. | OVER AND OVER | Baseline assessments in nursery showed children have low starting points in early reading skills and listening. Embedding a rich literacy environment for early readers to be successful in literacy. Teaching and learning Toolkit | PRE 3 AND NURSERY Focus rhymes and stories of the week with repeated pattern to enable children to join in. Rhymes and stories sent home 1:1 reading together with TA | Miss Wilson Mrs Hill | <p><u>Communication and Language</u></p> <table border="1"> <thead> <tr> <th></th> <th>% Working At Baseline</th> <th>% Working At End of Autumn 2</th> <th>% Working At End of Spring 2</th> <th>% Working Below At End of Spring 2</th> <th>% Working At End of Summer 2</th> <th>% Working Below At End of Summer 2</th> </tr> </thead> <tbody> <tr> <td>All (37 children)</td> <td>38% (14/37 chn)</td> <td>(23/38 chn) 60%</td> <td>68% (25 children)</td> <td>32% (12 children)</td> <td>73% (27/37 children)</td> <td>27% (10/37 children)</td> </tr> <tr> <td>Boys (16 children)</td> <td>38% (6/16 chn)</td> <td>(9/17 chn) 53%</td> <td>63% (10 children)</td> <td>37% (6 children)</td> <td>75% (12/16 children)</td> <td>25% (4/16 children)</td> </tr> <tr> <td>Girls (21 children)</td> <td>38% (8/21 chn)</td> <td>(14/21 chn) 66%</td> <td>71% (15 children)</td> <td>29% (6 children)</td> <td>71% (15/21 children)</td> <td>29% (6/21 children)</td> </tr> <tr> <td>SEND (4 children)</td> <td>0% (0/2 chn)</td> <td>(0/4 chn) 0%</td> <td>0% (0 children)</td> <td>100% (4 children)</td> <td>25% (1/4 children)</td> <td>75% (3/4 children)</td> </tr> <tr> <td>Non-SEND (33 children)</td> <td>40% (14/35)</td> <td>(23/34 chn) 68%</td> <td>76% (25 children)</td> <td>24% (8 children)</td> <td>78% (26/33 children)</td> <td>22% (7/33 children)</td> </tr> </tbody> </table> <p>Successful actions in provision used to support handwriting development.</p> <ul style="list-style-type: none"> Focus song of the week to encourage children to develop a repertoire of songs by the end of the term. These are revisited daily and weekly. | | % Working At Baseline | % Working At End of Autumn 2 | % Working At End of Spring 2 | % Working Below At End of Spring 2 | % Working At End of Summer 2 | % Working Below At End of Summer 2 | All (37 children) | 38% (14/37 chn) | (23/38 chn) 60% | 68% (25 children) | 32% (12 children) | 73% (27/37 children) | 27% (10/37 children) | Boys (16 children) | 38% (6/16 chn) | (9/17 chn) 53% | 63% (10 children) | 37% (6 children) | 75% (12/16 children) | 25% (4/16 children) | Girls (21 children) | 38% (8/21 chn) | (14/21 chn) 66% | 71% (15 children) | 29% (6 children) | 71% (15/21 children) | 29% (6/21 children) | SEND (4 children) | 0% (0/2 chn) | (0/4 chn) 0% | 0% (0 children) | 100% (4 children) | 25% (1/4 children) | 75% (3/4 children) | Non-SEND (33 children) | 40% (14/35) | (23/34 chn) 68% | 76% (25 children) | 24% (8 children) | 78% (26/33 children) | 22% (7/33 children) |
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| SEND (4 children) | 0% (0/2 chn) | (0/4 chn) 0% | 0% (0 children) | 100% (4 children) | 25% (1/4 children) | 75% (3/4 children) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | states that Early Literacy approaches has moderate impact for very low cost, based on moderate evidence. | | | <ul style="list-style-type: none"> Encouragement to join in with daily singing of nursery rhymes, familiar songs and number rhymes during continuous provision and in adult-led learning activities. | | | | | | | | |
|--|---|--|---|--------------|---|------------------|----------|-------------|----------|----------------------------|-----|-------------|-----|
| To improve the progress and attainment for PP children in Speaking and listening. To emphasise the importance of spoken language and verbal interaction for young children and ensure they are in line with their peers and able to access the curriculum. | NELI Nuffield Early Language Intervention | <p>Baseline assessments in reception showed children have low starting points in Speaking.</p> <p>Evidence</p> <p>Teaching and Learning toolkit suggest moderate impact for very high costs which is based on extensive evidence. It declares that overall, the evidence suggests that early year's intervention is beneficial. On average, early years interventions</p> | RECEPTION (3x weekly with trained TA) small group and 1:1 Autumn and Spring terms | Miss Coulsen | <p>NELI scores from baseline and end of summer have all increased. 9 children received NELI intervention. 4/9 were EYPP 3 out of the 4 EYPP children improved their language score to age related scores.</p> <table border="1"> <thead> <tr> <th>Area of learning</th> <th>Baseline</th> <th>End of year</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>Communication and language</td> <td>63%</td> <td>75% average</td> <td>12%</td> </tr> </tbody> </table> | Area of learning | Baseline | End of year | Progress | Communication and language | 63% | 75% average | 12% |
| Area of learning | Baseline | End of year | Progress | | | | | | | | | | |
| Communication and language | 63% | 75% average | 12% | | | | | | | | | | |

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| | | <p>have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families</p> <p>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).</p> | | | |
|--|--|--|--|--|--|

| <p>To support the personal, social and emotional development of our children in order to help them cope with changing learning environments and their academic journey. To improve the low starting points of some of our children. To emphasise the importance of spoken language and verbal interaction for young children and ensure they are in line with their peers and able to access the curriculum.</p> | <p>BLAST</p> | <p>Baseline assessments in Nursery show children have low starting points in prime areas. Evidence Teaching and Learning toolkit suggest moderate impact for very high costs which is based on extensive evidence. It declares that overall, the evidence suggests that early year's intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families Overall, studies of oral language interventions consistently show positive benefits on learning, including oral</p> | <p>NURSERY BLAST 1 Language All children in nursery to receive BLAST. (3x weekly with TA)</p> | <p>Mrs Hill</p> | <p>Nursery data 100% of children received BLAST</p> <p>Communication and Language</p> <table border="1"> <thead> <tr> <th></th> <th>% Working At Baseline</th> <th>% Working At End of Autumn 2</th> <th>% Working At End of Spring 2</th> <th>% Working Below At End of Spring 2</th> <th>% Working At End of Summer 2</th> <th>% Working Below At End of Summer 2</th> </tr> </thead> <tbody> <tr> <td>All (37 children)</td> <td>38% (14/37 <u>chn</u>)</td> <td>(23/38 <u>chn</u>) 60%</td> <td>68% (25 children)</td> <td>32% (12 children)</td> <td>73% (27/37 children)</td> <td>27% (10/37 children)</td> </tr> <tr> <td>Boys (16 children)</td> <td>38% (6/16 <u>chn</u>)</td> <td>(9/17 <u>chn</u>) 53%</td> <td>63% (10 children)</td> <td>37% (6 children)</td> <td>75% (12/16 children)</td> <td>25% (4/16 children)</td> </tr> <tr> <td>Girls (21 children)</td> <td>38% (8/21 <u>chn</u>)</td> <td>(14/21 <u>chn</u>) 66%</td> <td>71% (15 children)</td> <td>29% (6 children)</td> <td>71% (15/21 children)</td> <td>29% (6/21 children)</td> </tr> <tr> <td>SEND (4 children)</td> <td>0% (0/2 <u>chn</u>)</td> <td>(0/4 <u>chn</u>) 0%</td> <td>0% (0 children)</td> <td>100% (4 children)</td> <td>25% (1/4 children)</td> <td>75% (3/4 children)</td> </tr> <tr> <td>Non-SEND (33 children)</td> <td>40% (14/35)</td> <td>(23/34 <u>chn</u>) 68%</td> <td>76% (25 children)</td> <td>24% (8 children)</td> <td>78% (26/33 children)</td> <td>22% (7/33 children)</td> </tr> </tbody> </table> <p>Personal, social and emotional development</p> <table border="1"> <thead> <tr> <th></th> <th>% Working At Baseline</th> <th>% Working At End of Autumn 2</th> <th>% Working At End of Spring 2</th> <th>% Working Below At End of Spring 2</th> <th>% Working At End of Summer 2</th> <th>% Working Below At End of Summer 2</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>38% (14/37 <u>chn</u>)</td> <td>(23/38 <u>chn</u>) 60%</td> <td>68% (25 children)</td> <td>32% (12 children)</td> <td>73% (27/37 children)</td> <td>27% (10/37 children)</td> </tr> <tr> <td>Boys</td> <td>31% (5/16 <u>chn</u>)</td> <td>(8/17 <u>chn</u>) 47%</td> <td>50% (8 children)</td> <td>50% (8 children)</td> <td>69% (11/16 children)</td> <td>31% (5/16 children)</td> </tr> <tr> <td>Girls</td> <td>43% (9/21 <u>chn</u>)</td> <td>(15/21 <u>chn</u>) 71%</td> <td>76% (16 children)</td> <td>24% (5 children)</td> <td>76% (16/21 children)</td> <td>24% (5/21 children)</td> </tr> <tr> <td>SEND</td> <td>0% (0/2 <u>chn</u>)</td> <td>(1/4 <u>chn</u>) 25%</td> <td>25% (1 child)</td> <td>75% (3 children)</td> <td>50% (2/4 children)</td> <td>50% (2/4 children)</td> </tr> <tr> <td>Non-SEND</td> <td>40% (14/35)</td> <td>(23/34 <u>chn</u>) 68%</td> <td>73% (24 children)</td> <td>27% (9 children)</td> <td>76% (25/33 children)</td> <td>24% (8/33 children)</td> </tr> </tbody> </table> | | % Working At Baseline | % Working At End of Autumn 2 | % Working At End of Spring 2 | % Working Below At End of Spring 2 | % Working At End of Summer 2 | % Working Below At End of Summer 2 | All (37 children) | 38% (14/37 <u>chn</u>) | (23/38 <u>chn</u>) 60% | 68% (25 children) | 32% (12 children) | 73% (27/37 children) | 27% (10/37 children) | Boys (16 children) | 38% (6/16 <u>chn</u>) | (9/17 <u>chn</u>) 53% | 63% (10 children) | 37% (6 children) | 75% (12/16 children) | 25% (4/16 children) | Girls (21 children) | 38% (8/21 <u>chn</u>) | (14/21 <u>chn</u>) 66% | 71% (15 children) | 29% (6 children) | 71% (15/21 children) | 29% (6/21 children) | SEND (4 children) | 0% (0/2 <u>chn</u>) | (0/4 <u>chn</u>) 0% | 0% (0 children) | 100% (4 children) | 25% (1/4 children) | 75% (3/4 children) | Non-SEND (33 children) | 40% (14/35) | (23/34 <u>chn</u>) 68% | 76% (25 children) | 24% (8 children) | 78% (26/33 children) | 22% (7/33 children) | | % Working At Baseline | % Working At End of Autumn 2 | % Working At End of Spring 2 | % Working Below At End of Spring 2 | % Working At End of Summer 2 | % Working Below At End of Summer 2 | All | 38% (14/37 <u>chn</u>) | (23/38 <u>chn</u>) 60% | 68% (25 children) | 32% (12 children) | 73% (27/37 children) | 27% (10/37 children) | Boys | 31% (5/16 <u>chn</u>) | (8/17 <u>chn</u>) 47% | 50% (8 children) | 50% (8 children) | 69% (11/16 children) | 31% (5/16 children) | Girls | 43% (9/21 <u>chn</u>) | (15/21 <u>chn</u>) 71% | 76% (16 children) | 24% (5 children) | 76% (16/21 children) | 24% (5/21 children) | SEND | 0% (0/2 <u>chn</u>) | (1/4 <u>chn</u>) 25% | 25% (1 child) | 75% (3 children) | 50% (2/4 children) | 50% (2/4 children) | Non-SEND | 40% (14/35) | (23/34 <u>chn</u>) 68% | 73% (24 children) | 27% (9 children) | 76% (25/33 children) | 24% (8/33 children) |
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| SEND (4 children) | 0% (0/2 <u>chn</u>) | (0/4 <u>chn</u>) 0% | 0% (0 children) | 100% (4 children) | 25% (1/4 children) | 75% (3/4 children) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Boys | 31% (5/16 <u>chn</u>) | (8/17 <u>chn</u>) 47% | 50% (8 children) | 50% (8 children) | 69% (11/16 children) | 31% (5/16 children) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Girls | 43% (9/21 <u>chn</u>) | (15/21 <u>chn</u>) 71% | 76% (16 children) | 24% (5 children) | 76% (16/21 children) | 24% (5/21 children) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEND | 0% (0/2 <u>chn</u>) | (1/4 <u>chn</u>) 25% | 25% (1 child) | 75% (3 children) | 50% (2/4 children) | 50% (2/4 children) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | <p>language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit). Teaching and Learning Toolkit Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes and learning. On average, children who follow SEL interventions make around three additional month's</p> | | | |
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| <p>To improve the low starting points of some of our children. To emphasise the importance of spoken language and verbal interaction for young children and ensure they are in line with their peers and able to access the curriculum.</p> | <p>Speech and Language</p> | <p>progress in early years settings.</p> <p>Baseline assessments in nursery showed children have low starting points. Teaching and Learning Toolkit states that S&L has high impact for very low cost, based on extensive research and evidence.</p> <p>Evidence According to the Teaching and Learning Toolkit, Early Years Intervention-moderate impact, high cost, extensive evidence. Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately</p> | <p>NURSERY AND RECEPTION Speech & Language (2x weekly with TA)</p> <p>Trained TA to work with external agencies to offer children a personalised programme to enable them to achieve their individual learning goals. EHA to identify children in need of speech and language at earliest points in Two Year Old provision.</p> | <p>Mrs Holland</p> | <p>3 children received speech and language intervention 1/3 children achieved ELG for communication and language.</p> |
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| | | five months' additional progress over the course of a year. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit). | | | | | | | | | | | | | | | | | | | |
|---|----------------------------|---|---|--------------|--|------------------|----------------------------|-----|---------------|--------------|-----|----------------|----------------|-----|-------------|-------------|-----|-----|-----|-----|-----|
| To develop number skills and improve young children's knowledge and understanding of early mathematical concepts to ensure they are attaining in line with National Standards to support their future academic journey. | Early Number Support | Baseline assessments in Reception have shown children have low starting points in early number recognition. | RECEPTION X2 weekly small group support and 1:1 with TA in addition to number lesson with teacher. Number recognition and early counting skills. | Miss Coulson | <p>Reception data 83% (40/48) achieved ELG Number</p> <table border="1"> <thead> <tr> <th>2022 FSM (17)</th> <th>2022 non FSM (31)</th> <th>Gap</th> <th>2022 Girls</th> <th>2022 Boys</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>65% (11/17)</td> <td>93% (29/31)</td> <td rowspan="2">28%</td> <td>90% (18)</td> <td>79% (23)</td> <td rowspan="2">11%</td> </tr> <tr> <td>64%</td> <td>82%</td> <td>80%</td> <td>76%</td> </tr> </tbody> </table> <p>CLIC intervention groups have been fluid and revised weekly for gaps in learning from Big Maths Beat That analysis. Focus on small steps progress of counting and learn it skills.</p> | 2022 FSM (17) | 2022 non FSM (31) | Gap | 2022 Girls | 2022 Boys | Gap | 65% (11/17) | 93% (29/31) | 28% | 90% (18) | 79% (23) | 11% | 64% | 82% | 80% | 76% |
| 2022 FSM (17) | 2022 non FSM (31) | Gap | 2022 Girls | 2022 Boys | Gap | | | | | | | | | | | | | | | | |
| 65% (11/17) | 93% (29/31) | 28% | 90% (18) | 79% (23) | 11% | | | | | | | | | | | | | | | | |
| 64% | 82% | | 80% | 76% | | | | | | | | | | | | | | | | | |

| <p>To improve pupils' physical growth, skills and health to support them being 'school-ready'.</p> | <p>Physical Development Approaches</p> | <p>Moving and handling is a focus as the percentage of PP children is less than Non PP children. Teaching and Learning Toolkit states that it has moderate impact for very low cost, based on limited evidence.</p> | <p>PRE 3 AND NURSERY RECEPTION Whole year group Write Dance and Dough Disco Physical– Val Sabin progression of skills – multi skills, gymnastics and games Fundamentals Go noodle and yoga exercises – core strength and gross motor skills Weekly cookery and healthy eating session with teacher. Multi skills, climbing logs activities outdoor area and weekly PE lesson with Teacher.</p> | <p>Miss Wilson Mrs Hill Mrs Scott Mrs Suniga Mrs Evans Miss Haigh Miss Coulson</p> | <p>Nursery data</p> <p><u>Physical development</u></p> <table border="1" data-bbox="1173 268 1951 635"> <thead> <tr> <th></th> <th>% Working At Baseline</th> <th>% Working At End of Autumn 2</th> <th>% Working At End of Spring 2</th> <th>% Working Below At End of Spring 2</th> <th>% Working At End of Summer 2</th> <th>% Working Below At End of Summer 2</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>41% (15/37 chn)</td> <td>(20/38 chn) 53%</td> <td>68% (25 children)</td> <td>32% (12 children)</td> <td>73% (27/37 children)</td> <td>27% (10/37 children)</td> </tr> <tr> <td>Boys</td> <td>31% (5/16 chn)</td> <td>(7/17 chn) 42%</td> <td>50% (8 children)</td> <td>50% (8 children)</td> <td>56% (9/16 children)</td> <td>44% (7/16 children)</td> </tr> <tr> <td>Girls</td> <td>48% (10/21 chn)</td> <td>(13/21 chn) 62%</td> <td>80% (17 children)</td> <td>20% (4 children)</td> <td>85% (18/21 children)</td> <td>14% (3/21 children)</td> </tr> <tr> <td>SEND</td> <td>0% (0/2 chn)</td> <td>(1/4 chn) 25%</td> <td>50% (2 children)</td> <td>50% (2 children)</td> <td>50% (2/4 children)</td> <td>50% (2/4 children)</td> </tr> <tr> <td>Non-SEND</td> <td>43% (15/35 chn)</td> <td>(19/34 chn) 56%</td> <td>70% (23 children)</td> <td>30% (10 children)</td> <td>76% (25/33 children)</td> <td>24% (8/33 children)</td> </tr> </tbody> </table> <p>Reception data 92% achieved ELG in physical development gross motor skills</p> | | % Working At Baseline | % Working At End of Autumn 2 | % Working At End of Spring 2 | % Working Below At End of Spring 2 | % Working At End of Summer 2 | % Working Below At End of Summer 2 | All | 41% (15/37 chn) | (20/38 chn) 53% | 68% (25 children) | 32% (12 children) | 73% (27/37 children) | 27% (10/37 children) | Boys | 31% (5/16 chn) | (7/17 chn) 42% | 50% (8 children) | 50% (8 children) | 56% (9/16 children) | 44% (7/16 children) | Girls | 48% (10/21 chn) | (13/21 chn) 62% | 80% (17 children) | 20% (4 children) | 85% (18/21 children) | 14% (3/21 children) | SEND | 0% (0/2 chn) | (1/4 chn) 25% | 50% (2 children) | 50% (2 children) | 50% (2/4 children) | 50% (2/4 children) | Non-SEND | 43% (15/35 chn) | (19/34 chn) 56% | 70% (23 children) | 30% (10 children) | 76% (25/33 children) | 24% (8/33 children) |
|--|--|---|--|--|---|------------------------------------|-----------------------|------------------------------|------------------------------|------------------------------------|------------------------------|------------------------------------|-----|-----------------|-----------------|-------------------|-------------------|----------------------|----------------------|------|----------------|----------------|------------------|------------------|---------------------|---------------------|-------|-----------------|-----------------|-------------------|------------------|----------------------|---------------------|------|--------------|---------------|------------------|------------------|--------------------|--------------------|----------|-----------------|-----------------|-------------------|-------------------|----------------------|---------------------|
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| All | 41% (15/37 chn) | (20/38 chn) 53% | 68% (25 children) | 32% (12 children) | 73% (27/37 children) | 27% (10/37 children) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Boys | 31% (5/16 chn) | (7/17 chn) 42% | 50% (8 children) | 50% (8 children) | 56% (9/16 children) | 44% (7/16 children) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| SEND | 0% (0/2 chn) | (1/4 chn) 25% | 50% (2 children) | 50% (2 children) | 50% (2/4 children) | 50% (2/4 children) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | 1:1 approaches Occupational Therapy physical development pack of core exercises.- 12 week programme. | | |
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