

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	St Wilfrid's CE Primary School
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	73 children 23.4% (national average in Jan 2021 is 20.8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Helena Miller, Head of School
Pupil premium lead	Helena Miller, Head of School
Recovery Premium Lead	Sadie Gordon, EYFS Lead
Governor / Trustee lead	Kate Meredith

Disadvantaged Pupil KS 2 progress scores for Year 2019

Measure	Score (national benchmark in brackets)
Reading	-1.01 (0.32)
Writing	-0.62 (0.27)
Maths	0.93 (0.37)

Disadvantaged Pupil KS 2 performance overview (current validated data 2018 – 2019)

Measure	Score (national benchmark in brackets)
Meeting Expected Standard at KS 2: <ul style="list-style-type: none"> • RWM • Reading • Writing • Maths 	67% (71%) 75% (78%) 75% (83%) 83% (84%)
Achieving Higher Standard at KS 2: <ul style="list-style-type: none"> • RWM • Reading • Writing • Maths 	17% (13%) 25% (31%) 17% (24%) 25% (32%)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,320
Recovery premium funding allocation this academic year	£8,410 (based on 58 pupils)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

A number of our children are entitled to Pupil Premium Funding:

- Have Special Educational Needs
- Have limited early literacy experiences which impacts on early reading and phonics;
- Are looked-after (fostered) or have been adopted
- Have low self-esteem or self-confidence;
- Come from families with low aspirations for attainment and have possibly had a slower start than others in learning basic skills;
- Have had limited support at home with early language, reading and writing
- Do not have opportunities outside of school to take part in high-quality enrichment experiences because of low interests, low aspirations or low incomes.
- Do not have access to suitable internet/wifi devices in order to access home learning assignments and activities (given the impact of COVID-19).

We firmly believe that all children have the capacity to reach their full potential and are entitled to a high quality education. We are firmly committed to ensuring that teaching and learning meets the needs of all of our pupils. The attainment and progress of all vulnerable groups of pupils, including disadvantaged pupils, is carefully tracked and monitored. We ensure that this data is used to identify our priorities accurately and that support and intervention is appropriately allocated. Our aim is to close the gap in attainment between disadvantaged and non-disadvantaged pupils. Over the past 3 years, the tracking and monitoring of Pupil Premium funded children has developed and grown and has therefore impacted upon improving the academic outcomes of disadvantaged pupils of all abilities.

We recognise the impact that high quality interventions can have on the outcomes of children who are struggling. However, while our interventions are an effective part of our Pupil Premium Strategy, these are deployed alongside constant efforts to improve quality first teaching, and address wider barriers to learning, such as attendance and behaviour.

Following the interruption to teaching and learning in 2020 (COVID-19), we will prioritise addressing gaps for all pupils, particularly those PP pupils who have gaps in learning. Exceptional support will be provided to pupils via our enhanced staffing ratios, with bespoke interventions at the point of need. All Pupil Premium pupils who are at risk of not performing at the expected standard will be tracked closely and robustly monthly. We place a huge importance of the social and personal development of children, as without this, children will be unable to fulfil their potential and flourish. We believe in giving children a rich curriculum which provides them with a thirst for more and a value for their education.

Early assessment of all pupils, will ensure that each disadvantaged child will receive individual/small group input and feedback when they need it and at the level of their need, in order for them to make accelerated progress. One to one or small group interventions will be identified, planned for, adapted regularly and monitored closely to meet pupil's needs. In the light of further potential disruption to face

to face teaching, more vulnerable families will be offered the opportunity to loan either a school laptop or iPad in order access our online Home Learning. Each of our phase leaders are on hand to support families to access Google Classroom and Class Dojo Portfolio.

Our school data and results shows that pupil's join our nursery with low levels of oral language, communication and vocabulary (74% not attaining, with 18% requiring immediate intervention). This is a barrier for many throughout the primary years. Using the EEF's Guidance Reports (Improving Literacy in KS1, Improving Literacy in KS2 and, most recently, Preparing for Literacy) we will include a drive on closing the vocabulary gap in order to accelerate the progress of disadvantaged pupils. Some EEF Oral intervention research studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress) with overall, costs being estimated as very low. School explicitly aims to develop spoken vocabulary work which works best when related to current content being studied in school, and when involving active and meaningful use of any new vocabulary. Similarly, approaches that use technology are most effective when the technology is used as a medium to encourage collaborative work and interaction between pupils. At St Wilfrid's we aim to fully utilise the above EEF research to inform its strategies and interventions thereby impacting upon progress of all pupils, including Pupil Premium pupils.

Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments (EYFS baseline and WellComm) identify a low baseline in oral communication, language and Literacy. Our internal evidence shows this impacts on Reading and Writing and is more prevalent amongst our disadvantaged pupils than their peers.
2	Further impact of poor on entry communication is on our phonics screening results, resulting in longer term impact on average writing progress. This is more prevalent amongst our disadvantaged pupils than their peers.
3	Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting. Thus impacting on early reading and fluency and Reading for Pleasure, especially as pupils move into Key Stage 2.
4	Teacher referrals for support for children already identified as having challenging emotional and social difficulties, were children already identified on our SEND register and vulnerable pupils list, due to a lack of enrichment opportunities during school closure. These challenges have particularly affected our disadvantaged pupils, including their attainment.
5	To ensure the digital divide does not hinder relationships with parents and pupil opportunities to access remote education and additional support through parental workshops.

6	<p>Attendance & Punctuality</p> <p>Further increase overall average attendance and punctuality figures for all PP children by</p> <p>Continuing to monitor and further increase average attendance and punctuality data of Pupil Premium pupils across the school, cohorts and individual classes, in comparison with national statistics</p> <p>Continuing to tackle and improve unauthorised attendance.</p>
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments, Wellcomm, NELI, teacher assessments and observations indicate significantly improved communication and oral language skills.</p> <p>Analysis of the percentage of pupils achieving their targets on their Individual Speech and Language Programmes</p> <p>End of EYFS data (July 2021)</p> <p>Increase in the number of pupils achieving targets on their plan</p> <p>Increased percentage of EYFS achieving Communication and Language Early Learning Goal</p>
Disadvantaged pupils perform in line with non-disadvantaged pupils in EYFS, Phonics and in End of Key Stage Assessments	<p>Analysis of the percentage of pupils achieving their targets on their Individual Speech and Language Programmes</p> <p>End of KS1 data (July 2021) and Phonics Screening Data demonstrate improved attainment and progress</p> <p>Increase in the number of pupils achieving targets on their plan</p> <p>KS1 pupils with below than expected S&L skills reach ARE by end of year</p> <p>KS 1 pupils will be able to achieve in line with national average expectations or exceed these expectations.</p>
Disadvantaged Pupils will make good progress in Early Reading and Phonics which will support and develop our culture of Reading for Pleasure	<p>Analysis of the percentage of pupils achieving their targets on their Individual Speech and Language Programmes</p> <p>End of KS1 data (July 2021)</p> <p>KS 1 and 2 pupils will be able to achieve in line with national average expectations or exceed these expectations.</p> <p>Reading Lead will support the teaching or reading and early phonics across school</p> <p>Phonics Lead will support whole school teaching of phonics</p>
To achieve and sustain improved wellbeing for all pupils in our school.	<p>Sustained levels of wellbeing/mental health demonstrated by qualitative data, pupil voice, pupil and parent questionnaires and teacher observations, a reduction in the number of mental health and wellbeing concerns raised by parents and staff.</p>

	This will be evidenced via CPOMS analysis and children's engagement with learning.
Any families requiring technological support to access all Home Learning (if/ when required due to future isolation or school closure) and communication with disadvantaged pupils' parents and carers will support provision offered in school	<p>Following survey, all PP children are able to access online Home Learning (if and when necessary) in order to continue their learning</p> <p>Disadvantaged pupil reviews to be done 3x per year</p> <p>Children to have an input into their one page profiles to ensure support is tailored to their needs</p> <p>Parents to have an input into one – page profiles to ensure</p>
Further increase overall average attendance and punctuality figures for all PP children	<p>Continue to increase average attendance and punctuality figures for all Pupil Premium children from 93% to 96.5% targeting individual children/ parents with attendance below 96% (From Sept 2020 - July 2021)</p> <p>Termly Attendance figures reported to governors</p> <p>Authorised and unauthorised attendance of PP and non-PP</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication and Language</p> <p>Wellcomm assessment used with all EYFS pupils to identify communication / language baselines and to measure progress made.</p> <p>Staff training –NELI, WellComm, interacting v interfering 3 NELI intervention implementation (targeted) and training impacting all.</p> <p>Reading and Phonics Leads (trained by English Hub) to be released weekly for 1 hour (covered by teaching staff) to monitor and develop teaching and learning of early reading, guided reading and reading for pleasure, consolidating understanding and extending vocabulary across the school. To also develop speaking and listening, including a focus on greater oracy within the curriculum.</p>	<p>Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon previous years trials with Speech and language therapist, Wellcomm and Neli.</p> <p>Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress.</p> <p>The systemic review commissioned by the EEF ‘Early Language Development’ reinforces the above approaches to be online with best practice, especially in terms of adult interactions – hence the need for additional staff to model this.</p> <p>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p> <p>Improving the quality of teaching and having an ‘outstanding’ teacher in every classroom. All teaching staff are confident in the delivery and planning of the reading curriculum which meets the needs of all pupils, including those that are disadvantaged. This will impact upon attainment and progress for all pupils across school. There is a</p>	<p>1, 2, 3, 4</p>

	<p>strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>(Average impact +5 months), The EEF toolkit states that phonics approaches has a moderate impact (+4 months) for a very low cost.</p> <p>NELI has been identified by the EEF as a promising project.</p>	
<p>Quality of teaching for all</p> <p>1 Termly data monitoring and progress discussions</p> <p>2 TA/ teacher intervention groups targeted to address gaps in learning for those to achieve high standard at KS2</p> <p>3. Quality marking & feedback monitored by phase leaders</p> <p>4. Planned induction programme not only for ECT but all new staff.</p> <p>5. DHT not class based to support and mentor.</p>	<p>EEF Toolkit and evidence of best practice - Reading Comprehension Strategies (Average impact +6 months), Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)</p>	1, 2, 3, 4, 6
<p>Pupil Progress Review Meetings</p>	<p>The progress that pupils make between different half-terms generally diminishes through the year, this is particularly true for younger pupils;</p> <p>The largest increases are seen between the first and second halves of the autumn term, these are typically three times the size of the increases seen between the two halves of the summer term;</p> <p>The smallest increases are seen between the second half of the summer term and the subsequent autumn term. In fact, in mathematics we see a small fall in outcomes between these two points. (Understanding progress in 2020/21 academic year DoE Jan 2021)</p>	1, 2, 3, 4, 6
<p>Subject Monitoring</p>	<p>Teaching Schools Council report on Effective Pupil Premium Reviews cites importance of a cycle of monitoring and evaluation of current practice</p>	1, 2, 3, 4, 5, 6

ECTs	Bright Futures ECT Programme and St Wilfrid's in house induction	1, 2, 3
Specialist teacher of Reading (and Phonics), having 2 leads across the school	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).	1, 2, 3
Pupils are inspired by reading within the curriculum and are motivated to widen their independent reading choices/efforts as a culture of 'reading for pleasure' is further embedded across the curriculum	On average, reading comprehension approaches deliver an additional six months progress' (EEF Reading Comprehension Strategies). Engaging pupils in a wider range of texts will expose them to a wider vocabulary, styles of writing and lead them to be better equipped as writers themselves	1, 2, 3, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring with Lightning	Research has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment. https://tessupply.co.uk/tutor-lightning-squad/	1, 2, 3
Nuffield Early Language Intervention	The most recent trial of the programme found that children made on average +3 months of additional progress in oral language compared to children in the comparison group. https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention	1, 2, 3
Welcomm	EEF Preparing for Literacy	1, 2, 3
Success for All Phonics	Children eligible for free school meals (FSM) made 2 additional months' progress after two years, compared to FSM children in control schools. The smaller number of FSM pupils in the trial limits the security of this result, though combined with other findings in the report it provides some evidence that SfA does improve literacy ability for children eligible for free school meals. Success for All	1, 2, 3, 5

Small group intervention with qualified teacher.	Small group tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum	1, 2, 3, 4, 5
Dyslexia Interventions	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap 4 9 between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. (EEF Toolkit, March 2020)	1, 2, 3, 4, 5
Pastoral Support - The 'whole child' is developed alongside academic progress being made	DfE Report (Nov 2015) indicates that successful schools have 'an individualised approach to addressing barriers to learning and emotional support' – this will be done by utilising the skills and expertise of our Pastoral Manager who will identify appropriate and targeted support for disadvantaged pupils	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed principles of good practice set out in the DfEs Improving School Attendance Advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
To continue to build resources to support home learning, ensuring no child is disadvantaged as a result of not having appropriate resourcing.	Research from the Education Endowment Fund (EEF) cites parental involvement as a key factor in whether pupils succeed in school. Using Digital Technology to Improve Learning also focuses on supporting leaders to make informed decisions re: technology.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Enrichment Curriculum: To ensure equality and inclusion for all pupils to all school activities including The Hive:	All pupils are able to access residential trips and school visits. Breakfast club is able to help support the attendance of pupils who are persistently absent as evidenced in the DfEs Improving School Attendance Advice.	All

breakfast club and after school club and school visits,	<p>.</p> <p>All pupils have equal access to a wide range of extra- curricular experiences and enrichment opportunities (free to PP) and activities during and after the school day and during holiday time.</p> <p>Staff will organise a range of visits/residential (free to PP) and visitors to enrich and enhance curricular provision. EEF believe enriching education has intrinsic benefits, where all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. (EEF)</p>	
Parent workshops	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. (EEF, July 2021)</p>	5

Total budgeted cost: £ 94,730

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 2020 to 2021 academic year.

Aims	Success Criteria	Outcomes:																												
To raise standards of attainment to diminish differences in attainment of PP children and all children nationally	Outcomes at least match those seen nationally by the end of Key Stage 2.	<p>2018-19 data showed that the outcomes were broadly in line or similar to those seen nationally:</p> <table border="1"> <thead> <tr> <th>KS 2 EXS +</th> <th>All</th> <th>Disadvantaged</th> <th>National other</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>74%</td> <td>75%</td> <td>78%</td> </tr> <tr> <td>Writing</td> <td>83%</td> <td>75%</td> <td>83%</td> </tr> <tr> <td>Maths</td> <td>83%</td> <td>83%</td> <td>84%</td> </tr> <tr> <td>RWM</td> <td>67%</td> <td>67%</td> <td>71%</td> </tr> </tbody> </table>	KS 2 EXS +	All	Disadvantaged	National other	Reading	74%	75%	78%	Writing	83%	75%	83%	Maths	83%	83%	84%	RWM	67%	67%	71%								
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To ensure accelerated progress of PP children so that any differences in attainment are reduced swiftly/children are able to catch up, especially in KS 1 and Phonics	<p>Attainment gap is narrowed so that children are attaining closer to those seen nationally by the end of Key Stage 1.</p> <p>Attainment gap is narrowed so that an increased number of children, pass the Y1 phonics screening check and Y2 phonics recheck</p>	<p>2018-19 data showed that the outcomes were significantly below those seen nationally in all areas. The in school gap has also not decreased.</p> <table border="1"> <thead> <tr> <th>KS 1 EXS +</th> <th>All</th> <th>Disadvantaged</th> <th>National other</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>71%</td> <td>50%</td> <td>78%</td> </tr> <tr> <td>Writing</td> <td>74%</td> <td>71%</td> <td>73%</td> </tr> <tr> <td>Maths</td> <td>71%</td> <td>50%</td> <td>79%</td> </tr> </tbody> </table> <p>In Year 1, disadvantaged pupils were outperformed by others in the school.</p> <table border="1"> <thead> <tr> <th>PSC</th> <th>All</th> <th>Disadvantaged</th> <th>National other</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>81%</td> <td>33%</td> <td>84%</td> </tr> <tr> <td>Year 2 (8 re-tested)</td> <td>38%</td> <td>25%</td> <td>%</td> </tr> </tbody> </table>	KS 1 EXS +	All	Disadvantaged	National other	Reading	71%	50%	78%	Writing	74%	71%	73%	Maths	71%	50%	79%	PSC	All	Disadvantaged	National other	Year 1	81%	33%	84%	Year 2 (8 re-tested)	38%	25%	%
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To provide support and challenge for disadvantaged boys to ensure that they achieve the expected standard or higher at the end of KS1, in all areas.	Attainment gap is narrowed so that boys are attaining closer to those seen nationally by the end of Key Stage 1 and when compared to girls in school.	<p>2018-2019 data showed that attainment was significantly below for our boys when compared to national data and has significantly increased when compared to girls.</p> <table border="1"> <thead> <tr> <th>KS 1 EXS +</th> <th>Boys</th> <th>Girls</th> <th>National BOYS</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>59%</td> <td>93%</td> <td>71%</td> </tr> <tr> <td>Writing</td> <td>59%</td> <td>93%</td> <td>63%</td> </tr> <tr> <td>Maths</td> <td>59%</td> <td>93%</td> <td>75%</td> </tr> </tbody> </table>	KS 1 EXS +	Boys	Girls	National BOYS	Reading	59%	93%	71%	Writing	59%	93%	63%	Maths	59%	93%	75%												
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Maintain high overall attendance and further reduce persistent absence.	<p>Attendance to be maintained above 96% for all/disadvantaged pupils.</p> <p>Persistent absence to continue to be below national levels</p>	<p>2018-19 attendance compared favourably with national:</p> <table border="1"> <thead> <tr> <th colspan="2">All absence</th> </tr> </thead> <tbody> <tr> <td>All children</td> <td>4.0</td> </tr> <tr> <td>Disadvantaged</td> <td>5.6</td> </tr> <tr> <td>National</td> <td>4.0</td> </tr> </tbody> </table>	All absence		All children	4.0	Disadvantaged	5.6	National	4.0																				
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To provide more targeted support to vulnerable families and so enable parents to support their children at home through a more varied range of workshops and resources, including the use of Google and interactive resources	<p>Attendance at Parent meetings/workshops to increase when held remotely:</p> <p>Online programme monitoring to show significant increase in pupil usage</p>	<p>Internal monitoring showed that there was an increase in parental engagement, but also because teaching staff specifically spoke to parents who they wanted to target, which includes parent meetings.</p> <p>Individual chrome books/ipads and laptops provided to families to support more online usage.</p>								

Externally provided programmes

Programme	Provider
Lightning Squad	Fischer Family Trust
NELI	Nuffield Foundation
Wellcomm	GL Assessment
Nessy	British Dyslexia Association
Spelling Shed	EdShed
TT Rockstars and Numbots	Maths Circle
Google Classroom	Google
Success for All (SSP)	Fischer Family Trust

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We hired a Learning Support Assistant dedicated to the emotional wellbeing and academic achievement of our 1 service child.
What was the impact of that spending on service pupil premium eligible pupils?	In the last academic year, the child did not speak, the LSA has supported the child to speak, interact with lessons and group activities.

	The child was highly distressed in a classroom environment and now engages in lessons, now making progress academically.
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