INTRODUCTION

This document aims to provide greater detail about our current provision and plans for the next twelve months.

Pupil Premium is additional funding provided by the Department for Education to enhance the education and reduce inequalities and gaps in attainment between those pupils in specific socio-economic groups (namely those pupils entitled to free school meals, looked after children, previously looked after children and children of service personnel) and their peers.

SCHOOL OVERVIEW

Publish Date	September 2025
Review Date	September 2026
Statement Authorised by	S Williams, Executive Principal
Pupil Premium Leads	K Jackson, Head of School and R Hall, SENCo
Governor Lead	M Tinkler, Chair of Governors
Pupils on Toll	207
PAN	30
Age of pupils	4 to 11
Proportion of Pupil Premium Eligible Pupils	8.7%

FUNDING OVERVIEW

Pupil Premium allocation 2024 2025	£25,040
Pupil Premium allocation projected 2025 2026	£33180 (Includes £1050 for service children and £7890 for LAC)

STATEMENT OF INTENT

The view of the Primary is that we aim to maximise the potential of all pupils in our care. Specific attention is paid to those pupils who need the greatest amount of support to realise outstanding achievement. We believe that pupils will achieve best when they and their families are fully engaged in school life. This is accomplished through strong attendance, academic achievement and strong engagement in the wider life of the Primary. High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Close monitoring and targeted intervention are used to support these aims.

DfE guidance states *'To ensure that pupil premium is focused on effective approaches to raising the educational attainment of disadvantaged pupils, schools must spend their pupil premium grant on evidence-informed activities in line with the 'menu of approaches' set by the Department for Education (DfE).*

The menu aligns with the EEF's 3-tiered approach, which helps schools allocate spending across the following areas:

- *developing high-quality teaching, for example through professional development and recruitment and retention*
- *providing targeted academic support, such as one-to-one or small group tuition*
- *tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing'.*

PUPIL DEMOGRAPHICS

Pupils at the school are mainly White British. 195 pupils out of 207 on roll speak English as their first language. 12 pupils speak another language as their first language which includes; Gujarati, Sinhala, Polish, Spanish, Turkish, Portuguese and Vietnamese.

The School has identified that children, who are eligible for the Pupil Premium support and are White British from low-income families may need extra support, opportunities and guidance in order to fully engage in school life and have improved life chances. The barriers to learning for these children have been identified with intervention in place to support good progress.

Children who are Pupil Premium Plus and have a PEP (Personal Education Plan) have clear support plans with budgeted elements of funding allocated to meet specific needs. Children who are post LAC have a support plan following guidance from the EEF (Education Endowment Foundation), this also details where budgets are used to support children to make good progress. Service children are also identified within intervention class maps to ensure that they receive the support they require in a timely manner, this includes access to ELSA support pre, during or post deployment of a parent or family member.

The Pupil Premium Grant has been spent in an integrated way to ensure that entitled pupils receive additional support. Catmose Primary has allocated expenditure from the Pupil Premium Grant for the following initiatives which are designed to remove the identified barriers to learning.

CHALLENGES

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

CHALLENGE NUMBER	DETAIL OF CHALLENGE
1 Language	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception (Ash Class) through to Year Six (Willow Class) and in general, are more prevalent among our disadvantaged pupils than their peers.
2 Phonic and Reading	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Needs continue after fluency due to limited vocabulary and experience of some pupils.
3 Maths - greater depth	Formal and informal assessments indicate that a mastery curriculum in Mathematics (White Rose Maths) is less accessible for lower attainers and particularly our disadvantaged pupils.
4 SEMH	Our assessments (including Boxall profiling), observations and discussions with pupils and families have identified increased social and emotional need in pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
5 SEND	Increased numbers of pupils with SEND, with some SEND pupils also needing FSM support, requires staff training and support to ensure achievement for all pupils.
6 Attendance	Whilst attendance of FSM pupils is above national, it is still lower than non-FSM. The aim is to have this inline.

INTENDED OUTCOMES

Intended outcome	Success criteria
Challenge 1 Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Challenge 2 – 3 Improved phonics, reading, writing and maths attainment among disadvantaged pupils.	Termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers.
Challenge 4 Continue to provide a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for PP.	Increased offer of and participation in enrichment activities, particularly among disadvantaged pupils, such as sporting events, after school clubs, residentials and educational visits.
Challenge 5 Success for pupils with SEND	Individual assessment shows progress against personal targets. Observations and attainment monitoring shows decreasing number of pupils working 'below' their year group ARE.
Challenge 6 Attendance for disadvantaged pupils in line with that of non-disadvantage pupils and local/national levels of FSM attendance.	Data shows that attendance of pupils eligible for the Pupil Premium is in line with this group nationally and locally. We aim to bring it line with non-disadvantaged peers.

ACTIVITY IN THIS ACADEMIC YEAR

This details how we intend to spend out pupil premium funding this academic year to address the challenges listed above.

Teaching

Activity	Evidence that supports this approach	Challenge number addressed
Speech and Language small group interventions in place in EYFS and KS1 classes	There is a 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: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1,2,5
Continued support for all staff in implementing regular phonics sessions followed by catch up and keep up sessions (TA Lead)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2, 5

Continued support for all staff following Reading framework and Writing framework guidance, including whole class novel, sentence level work, handwriting development and use of Fred Teach resources	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	1, 2, 5
Continued use of White Rose Maths resources to aid mastery. Support for all staff in implementing this.	The EEF toolkit suggests that mastery learning accelerates progress. Work is challenging and is particularly effective when pupils work in groups and take responsibility for supporting each other's progress.	3, 5

Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number addressed
Teaching Assistants timetable in pm sessions to support across the whole school, leading in 1 area such as Communication and Language, SEMH, Maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1,2,3, 5.
Speech and Language Therapy support to provide assessment and advice through SSP.	The EEF toolkit suggests that interventions matched to specific pupils' needs can be effective, particularly when delivered through 1:1 or through small group support. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs. EEF	1,2,3,5
Boom Reader and Reading Eggs Reading programme to accelerate the development of literacy skills (Reading).	This provides tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | EEF (educationendowmentfoundation.org.uk)	1,2,3,5

Activity	Evidence that supports this approach	Challenge number addressed
Boxall Profile Online assessment tool for social, emotional and behavioural difficulties. Support for all staff to use this when needed.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life e.g., improved academic performance, attitudes, behaviour and relationships with peers.	5, 6
Activity Passport – encourage all pupils to complete the passport activities – sports coach to build into PE sessions.	National Trust '50 things to do before you are 11 and ¾' in place for all children with research undertaken by National Trust highlighting the importance of outdoor experience for young children. Badges awarded to those who achieve 20/30/50.	5
ELSA and ARNA support in place within the school (teaching assistant deployment in the afternoon sessions)	ELSA and ARNA approaches are both evidence of having a clear positive impact on children's SEMH which feeds into better outcomes for pupils.	5, 6
Nurture school accreditation – all staff supported in following this approach.	Nurture School whole school project led by SENCo and ELSA lead. click here Positive impact for all children, not only FSM pupils.	5, 6

MONITORING AND IMPLEMENTATION

READING AGE/BOOK BAND TRACKING

Boom Reader is a reading programme which has been purchased to be used across the whole school to support readers who find reading a challenge. The rationale is that without key reading skills, pupils cannot access the curriculum and make good progress.   Reading assessments help to track reading age progress. Reading books have also been purchased across the school to ensure that reading books are available for all stages of reading. Go Read and Boom Reader (an online App) has been purchased to replace a home school reading diary. This allows both school staff and parents to log when the child has read. This will allow for greater monitoring of who is reading and when, allowing for extra opportunities to be provided if needed.

SUBJECT TRACKING

Children are tracked within Communication and Language, Reading, Writing, Maths and Science to show the impact of these interventions; if a child is not making the progress expected, further intervention is given. Children are also highlighted to see what strengths can be further supported through the use of the Pupil Premium i.e., a gifted and talented musician may be encouraged to take music lessons, or join the School orchestra. Weaknesses identified

through CPOMS tracking can also be supported through the use of Pupil Premium, for example a child who is persistently disruptive due to a tricky start to the School day could attend Breakfast Club in order to have a more supported and calm start to learning. Outcomes for all pupils will be analysed to ensure good progress is made by all. A link to current outcomes can be found here and also in the School's Transformation Plan here

OUTCOMES FOR DISADVANTAGED PUPILS

DISADVANTAGED PUPIL PROGRESS SCORES FOR LAST ACADEMIC YEAR - IMPACT

We have analysed the performance of our school's disadvantaged pupils during the 2024/2025 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. For GLD, KS1 SATs and KS2 SATs outcomes measures, the school holds outcome data for Pupil Premium children. However, due to the data representing fewer than 10 pupils per year group, we have not included this data in this public report. The school's outcomes in all key assessments can be seen in the Transformation Plan 2025 2026 here

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. Data from tests and assessments suggest that, the gap between FSM and non-FSM is closing.

ABSENCE AND EXCLUSIONS- IMPACT

Attendance for all pupils is 98% (Nat 94% 2025 Data) with exclusions at 0% rate. Attendance for Pupil Premium pupils is 96%. Attendance at School ensures that children fully engage in School life. Support from the Local Authority means that absences are tracked and support is quickly put into place where it is needed to improve attendance for pupils. This high attendance reflects the "buy-in" to the school ethos and engagement with parents, which supports pupils to do their very best each day in School.

CONCLUSION AND REVIEW

We believe that pupils who 'buy-in' to our ethos, and come to school every day, will achieve. We deliberately engage with all pupils to ensure they want to come to school, encouraging the social aspect of school life at every opportunity. Our high attendance reflects the pupils' eagerness to attend School and take part in School life. This policy is reviewed on an annual basis.

FURTHER INFORMATION

EXTENDED SCHOOL DAY

An extended School day has been created to ensure that all pupils have the opportunity to take part in a wide variety of activities within school. This has followed the identification of some pupils not accessing the 'wider world' and experiences outside of the school setting. These include whole class novel sessions and multicultural assemblies for example.

An exciting Activity Passport is in place to support the wider development of our pupils to ensure that all pupils have the cultural capital needed to learn i.e., a child who has not walked by a river may find it harder to engage and understand that the river is a part of the water cycle.
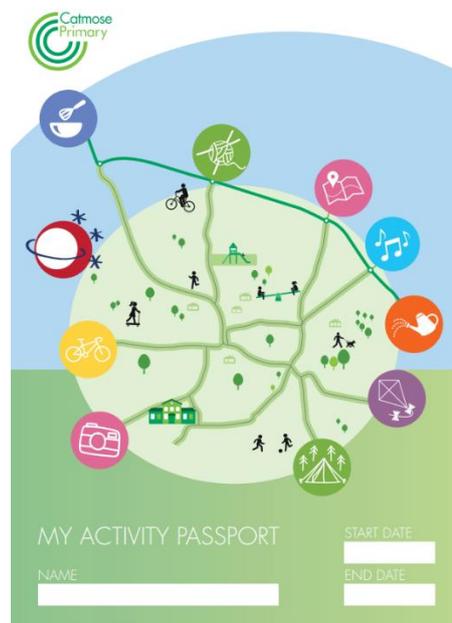
TRIPS AND VISITS

Children are supported to take part in a wide range of trips and visits including residential visits to offer children a wider experience to broaden their knowledge and understanding. Families are supported through significant reductions in trip costings and payment plans. This ensures that all children have access to this wider learning. This has been identified as an area to support some pupils as they do not have access to trips and visits outside of school life.

Support for Pupil Premium pupils can mean the school either meeting all costs (local trips) or asking parents to contribute only the deposit (residential trips). This means that all pupils, regardless of level of household income, have the opportunity to take part in these extracurricular activities, which in turn broaden their life experiences. Examples of trips are: Year 4/5 Residential (2 days), London Residential (2 days) Wing Hall Farm and local theatre trips. Children are also supported through enrichment of their reading material, through selecting a personal book each term.

All pupil premium children took part in their class trips for the academic year 2023/2024.

TRANSITION

College staff are also used to deliver lessons at the Primary (PPA cover) to aid progress, offer specialist skills and support transition. If required an extended transition programme is offered. We encourage all TAs to undertake HLTA training to better equip themselves to support our pupils.

HEALTHY SCHOOLS

A sports coach (HLTA) is deployed to ensure that children have an active and healthy lunchtime session, enabling them to make the most of their time in school. Working with the School Nurse team, the need to ensure all pupils understand the need to live an active and

healthy lifestyle has been identified. 1.1 support can also be offered via the school nursing team.

MENTAL HEALTH SUPPORT

Children are supported within school in terms of Mental Health to ensure that all children are happy, healthy and ready to learn. It is a whole school approach, ensuring resilience for all. Clear roles and expectations are shared with all staff with training purchased, through use of the Pupil Premium, for all staff.

ROLES WITHIN THE TEAM

SENCO / SLT

Referrals for support for children made to SENCO who can assess and assigned to either Learning Mentor, ELSA or outside agencies (Inclusion Partnership Trust).

SENCO to have overview of children in each class receiving support either through IEP, PSP or for Mental Health support. SENCO / Intervention role to encompass Mental Health.

SENCO to liaise with all staff to ensure updates are shared for pupils.

SLT will contact outside agencies if critical support is needed / a child is in danger.

LEARNING MENTOR (Mental Health First Aid and Cognitive Behaviour Support)

1.1 support for children who have been identified by class teachers as needing key worker support. 1.1 work on a weekly/fortnightly basis to provide children with a safe space to share concerns / work towards strategies to improve. Ongoing support to ensure children have regular contact time.

ELSA (Emotional Literacy Support)

1.1 or small group support for children who have been identified by class teacher and learning mentor as needing a programme of support (crisis identified) programme of work completed over a course 6 weeks with a review at the end. Parents included in process with feedback given.

CLASS TEACHER AND TEACHING ASSISTANTS

Identification of children needing support (more than in class support) with discussion with SENCO as to what support is needed.

Use of Teaching Assistants to offer in class support (1.1 help) if low level i.e., a quick chat/ reminder. All teaching assistants undertook training through Resilient Rutland (Mental Health First Aid)

Catmose Primary 2025-26

Whole School Graduated Response- Informed and underpinned by the IMP

At Catmose Primary we ensure that we:

- Welcome families and encourage engagement using a non-judgemental approach, where values and good attendance are promoted.
- Provide clear systems for communication through the use of email or class dojo.
- Sign post parents to the local offer.
- Provide timely, convenient and accessible meetings.
- Hold regular opportunities (both formal and informal) to discuss any concerns.
- Understand the children's strengths and interests, building an holistic profile of the child.
- Support the children to share their views, understand their own learning profile and share their feelings when setting and reviewing targets.
- Support the children to celebrate their strengths, achievements and aspirations.
- Learning is developmental and supports children in feeling safe and secure.
- Provide a welcoming and nurturing environment with a calm and purposeful climate, that allows children and their families to feel that their contributions are valuable.
- Use purposeful, meaningful displays
- Children can identify a safe space around the school
- Use positive language when discussing pupils.
- Use aspects of the curriculum to support wellbeing, resilience and raise peer awareness of others differences.
- Pupils and parents have a named key adult who is their main port of call
- Challenge negative attitudes, beliefs and perceptions towards individuals and groups.
- Use visual resources to support all learners wherever possible- including visual timetables
- Recognise transitions and make plans for these to minimise impact
- Think carefully about unstructured times and plan alternatives if needed (e.g. break times, welcome group)
- Actively seek information to support transitions and where needed detail this in a transition plan.

- Monitor patterns of attendance to identify patterns in both authorised and unauthorised absences using the ARNA toolkit to support any issues.
- Work collaboratively to remove barriers to attendance, agreeing plans collaboratively with families to support attendance.
- Observe and Monitor Children's strengths and difficulties in learning and behaviour and use this to inform planning- based on children's starting points and measurable outcomes.
- Use a wide range of agreed assessment strategies to capture progress- including self-assessment, which is then used to review interventions and plan next steps.
- Support that the strategies are used in interventions are integrated into teaching and classroom practice.
- Explore alternative approaches to reach agreed outcomes.
- Make reasonable adjustments to enable the children to access their learning and ensure that access arrangements are implemented, when needed and the criteria is met.
- Give regard to the accessibility plan and ensure that any reasonable adjustments are made to the environment to meet individual needs.
- Support children to develop their own sensory profile and share their preferences within this, ensuring that these are shared with all relevant staff.
- Ensure optimum seating positions are used to support children and take in to account individual needs and provide opportunities for access to good role models, mixed ability groups, structured opportunities for conversation and the sharing of ideas and access to additional adults where available.
- Use pale background and accessible fonts
- Support children to use personalised accessibility settings inline with our ICT policies and practices.
- Proactively deploy adults and monitor their impact to ensure progress.
- Provide CPD for staff that reflects the needs of the staff and reflects best practice.
- Have a clear graduated response to SEND that is understood by all staff and is used to provide best opportunities for all.
- Provide a supportive staff culture where staff feel empowered to share their contributions to inclusive practice and have a confidential, supportive space to reflect on their practices and seek guidance.
- All staff have access to wellbeing resources.
- Use relational practices to build and maintain positive relationships across the whole school community.

Communication and Interaction	Cognition and Learning	SEMH	Sensory and Physical
- Visual timetables and visual resources (including vocabulary mats and pre teaching) to support the acquisition and use of vocabulary. - Give additional processing time before asking to respond. - Break tasks down into small manageable steps, which are shown explicitly. - Modify resources- ensuring that they meaningful and high quality. - Use visual/ audio demonstrations - Use of modified languages for assessments if needed. - Place a value on the knowledge of Autism and that all staff have recent training on this. - Provide access to strategies and resources, with an emphasis on visual teaching aids and resources. - Clear organised learning environment with a variety of cues to help understand. - Ensure that equipment and resources are well organised and accessible and labelled using words and pictures. - Provide quiet/low distraction areas for individual and small group work. - Create comfortable, inviting spaces indoors and outdoors to encourage social interactions. - Maintain appropriate noise levels in the classroom. - Ensure that displays support vocabulary and language development and include examples of CYP's language. - Complete sensory profiles for individuals and implement appropriate adaptations (see AET Sensory Checklist) - Provide opportunities for regular, short sensory breaks within the classroom. - Provide seating plans and appropriate seating for CYP, e.g. weighted cushions, wobble seats. - Put in place individual workstations if appropriate. - Designate a 'safe place' in the school building, with a suitable strategy established for the CYP to gain access, e.g. visuals, card system. - Provide Situation Stories (Social Stories) to support CYP's understanding of the environment, including how and when this may change - Clear language is used when giving instructions- supported by gestures and visual prompts - Clear expectations for all - Positioning in the classroom and flexible grouping	- Visual timetables and visual resources (including vocabulary mats) to support the acquisition and use of vocabulary. - Use modelling, cueing, prompting and self-scaffolding to aid and understanding and promote independence. - Routinely alternatives to written recording- using technology where appropriate- teaching children how to choose and use these effectively. - Explicitly teach study skills to promote independent learning. - Appropriately differentiate homework - Use technology to effectively promote engagement and scaffold learning. - Design resources to be clear and uncluttered and labelled using text and images. Refer to style guide to reduce visual stress. - Use adaptive teaching and differentiation to ensure the development of literacy, numeracy, expressive language and communication skills, minimise behaviour and emotional dysregulation and promote appropriate interpersonal skills. - Put in place arrangements to support the use and delivery of approaches/materials for CYP with specific learning difficulties, which may include multi-sensory teaching strategies, with a focus on phonological awareness. - Effective use of technology and equipment to support learning. - Ensure staff are trained and skilled in supporting CYP with general and specific learning difficulties. - Ensure the physical environment of the school is inclusive and dyslexia/dyscalculia aware. - Ensure the school has a communication-friendly environment, e.g. signs and symbols are used throughout school as well as written labels. This should include working walls, word banks and visual prompts on display within the classroom/intervention spaces. Older learners may have individual versions to move around the school. - Ensure classrooms have clearly labelled resources for independent work, including photos, symbols and words to support access. - Ensure the physical environment of the school is inclusive and reflective of the achievements of all, both academic and non-academic. - Ensure there are distraction-free areas for learning, e.g. individual workstations or small rooms. - Doctors surgery - Multisensory learning is provided whenever possible - Reduce the need for copying from the board - Use of working walls and visual prompts and scaffolds	- Promote nurturing practices throughout the school day e.g. meet and greet, emotional check-ins - Visual timetables and visual resources (including vocabulary mats) to support during transitions - Vary pace and order of activities to maintain interest and attention. - Explicitly teach children appropriate skills to manage routines and independence - Ensure that there are opportunities to develop peer awareness/ sensitivity and support for different needs in the classroom. - Provide a cosy corner (safe space) within the classroom - Use times to show how long they have to work for/ how long they have to finish. - Use of brain breaks/ periods of withdrawal. - Assess SEMH needs to help staff understand the barriers to learning that CYP could experience. Learning needs should also be reviewed using schools' own screening or assessment tools or external advice to ensure that any SEMH needs or behavioural difficulties are not caused by an unmet learning need or communication difficulty. All behaviour should be understood as a form of communication. (use of Boxall) - Differentiate the whole-school behaviour policy to reflect the needs of CYP (these should be noted on CPOMs to ensure all staff aware) - Use relational and restorative practice to build, maintain and repair relationships. - Identify a key adult to build positive and trusting relationships. - Provide calm eating spaces where breakfast spaces are available, staff are available to support and staff are encouraged to eat meals with the CYP. - Prepare CYP for environmental change such as changes to the classroom or school trips through a pre-talk or Social Stories™. - Give opportunities for small-group or 1:1 work with an Emotional Literacy Support Assistant (ELSA)/learning mentor or equivalent. (short term block-following referral process) - Emphasise choice rather than control and give time to respond to choices whenever possible. - Use distraction techniques and give CYP responsibility. - Provide and embed CPD for staff regarding understanding SEMH needs, such as training on developing attachment-aware strategies, trauma-informed approaches (PACE), restorative approaches and Nurture UK Principles. - Explicitly teach de-escalation and self-regulation strategies with adults acting as stress and shame regulators through co-regulation. - Explicitly teach rules and routines, build self-esteem and develop social and emotional skills for all CYP including through use of Personal, Social, Health and Economic (PSHE) education, circle time and curriculum approaches. - Complete environmental risk assessments for the CYP, their peers and staff to ensure that risks are minimised and all feel safe. - Provide safety walks to support the CYP's needs and transitions. - Provide support for staff working with CYP with SEMH needs via group or individual supervision or debrief sessions. - Growth Mindset is encouraged - Clear and consistent boundaries with use of praise to reward appropriate behaviour and actions	- Visual timetables and visual resources (including vocabulary mats) to support the acquisition and use of vocabulary. - Modify resources- ensuring that they meaningful and high quality. - Ensure that the children have easy access to the sensory equipment that they require. (explicitly teaching how choose and to use these) - Adapt physical resources, such as PE and Maths equipment to promote independence (explicitly teaching how choose and to use these) - Ensure all staff are aware of CYP's sensory/physical disabilities and the implications in all teaching and learning environments. - Promote positive attitudes towards physical and sensory impairments within the school environment. - Understand that CYP may not attend fully if they are unwell or have medical/clinical appointments. Schools may want to consider their attendance reward systems and ensure that they are not discriminatory against CYP with physical, sensory or medical conditions. - Have evacuation plans in place for CYP with physical and sensory needs, i.e. give warning regarding fire alarms. If appropriate, use an alternative exit route. - Ensure that assessments inform interventions. - Ensure that staff have up-to-date knowledge of the CYP's condition, e.g. have seen and read risk assessments and care plans. - Identify whether staff require additional specialist training. - Store and, where needed, charge specialist equipment safely. - Identify favourable seating arrangements. - Consider pastoral needs, emotional health and wellbeing and social inclusion issues. - Ensure staff are aware that, for some CYP, a sensory or physical disability could impact on their language and social interaction. - Ensure staff are aware that sensory challenges may also have a physical impact (e.g. on motor skills/movement), and some physical disabilities may also impact on cognition. - Encourage CYP to wear appropriate sensory equipment and use physical aids. - Ensure that all CYP have understood all instructions. - Consider educational visits to accessible sites and book accessible transport. Families should never be required to attend educational visits. - Provide support in practical lessons for Health & Safety. - Understanding of the sensory inputs within the classroom and how these may affect the learners. - Use of C-STEP when planning PE (communication-Space, Task, Equipment, People)

(left margin: IMP Universal provision—including Catch up/ Keep Up)

- Doctors Surgery sessions fall under the universal offer.

Assess, Plan, Do Review Cycle

2 IMP	Early intervention support (Non on SEN Register) Additional Monitoring/ Intervention

1) Class Teacher Identifies that there may be a barrier to learning.
2) Class Teacher gathers information to support building a holistic picture- the use of the ARNA tool can be a good place to shape these discussions with parents.
3) Identify the area of need that is having the biggest impact on the child's progress or engagement in school life.
4) Find relevant page in the IMP.
5) Review strategies suggested and ensure that these are being used to support the child in that specific area. These should be noted against- the child and your whole class overview in teams.

These adaptations should be carried out consistently for a period of 6 weeks before impact is reviewed.

If at the end of the 6 week period these strategies have 1) closed the gap- child returns to universal provision

2) Had an impact- maintain these strategies and consider if there is a further priority area to consider for Step 2.

3) Limited or no impact- review impact and complete referral form for discussion with SENCO.

3 IMP	Targeted, additional support (More personalised support/ Investigations pending) (Not on SEN Register)

Teacher supported by SENCO – sharing of concerns/ reflection with SENCO using the Referral Form- emailed to rhall@catmoseprimary.com
Solution focussed problem solving discussion to discuss next steps and targets
1) What are the learner's views?
2) Have these been shared/ discussed with the learner's family? Invited to a review meeting.
3) What strategies from the IMP have you used? How have you used these? What has the response been?
4) What data and observations have you got made?
5) What do you hope to achieve?
6) How have you built on the strengths of the learner?
7) How are their needs a barrier to their learning?

ASSESS- PLAN- DO- REVIEW CYCLE- TARGETS and PROVISION SET for an agreed period. This will be captured in a one page profile.

(SMART TARGETS SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) targets should be set. Targets should relate to the skill being taught, not the provision. Setting SMART targets helps you to measure whether the target has been achieved and enables you to evidence and celebrate small steps of progress. *E.g. Given a hundred square, Lara will be able to subtract ten from a given number with 80% accuracy. Tyrone will be able to orally blend Phase 2 CVC words with 90% accuracy in 3 consecutive sessions. With adult support, Lily will be able to sustain shared attention for five minutes in a group activity, commenting at least one word relevant to the activity once per session. Given emotions cards (worried, sad, angry), Seth will be able to self-select how he is feeling when he is upset in 3/5 instances.*

At end of agreed period- review targets and decide on outcome.

a) Progress has been made and the gap has begun to close- continue to monitor- moving back to Step 2
b) Limited progress made- repeat Step 3
c) Limited/ No progress made move to Step 4

4 K	Targeted, intensive additional support Support plan (K Code) (SEN register)	Review of Targets set in stage 3 with SENCO and more personalised plan of action created, with strategies taken from the IMP.
		This will be underpinned by School Based Assessments to provide measurable data and further insight.
		Measurable SMART targets set to follow ADPR dates for academic year (Term 1, 3, 5)
		Support plan created, with interventions costed.
		Added to the SEN register.

Stages 4+ will be reached when further support is needed and resources required to support the pupil > £6,000.   **Stage 5**- an EHCP will be in place and personalised provision map will be created

Strategies that may be used at Targeted provision (Element 2 and 3 are seen below)

	Element 2 * • Children working between 1 year to 2 years below the level of their peers • Children who are supported by a personal support plan • Stage 3 plus on the graduated response	Element 3 • Children working at least 2 years below their peers • Children in receipt of HNF/ EHCP • Stage 4+/ 5
Cognition and Learning	• Modified curriculum • Catch up phonics- following whole school phonics progression based at their specific level • PIXL therapies sourced from other years to close the gap/ NCTEM maths resources • Use of precision teach to teach spelling and reading of CEW • Use of Quick Numeracy Check to identify gaps and target areas in Maths • Colourful semantics	• Bespoke literacy and mathematics sessions at child's personal level that aim to close any gaps (use of PIVATS to support next steps) • Personalised curriculum in co-ordination with SENCO / curriculum leads
Communication and Interaction	• Provide SALT as advised by SALT • Speech and Language Therapy Toolkit	CPFT NHS Trust • Pre teach vocabulary. • Social stories • Support from Sports Coach at Break and Lunch times • Language for thinking group • Blanks Questioning	• Personalised speech and Language programme • Use of PIVATS and or advice from external professionals to support Speech and Language
SEMH	• 2nd 8-week block of ELSA – review and assess • Nurture Outreach • Support from LM if safeguarding need. • Social stories • Support from Sports Coach at Break and Lunch times	• Ongoing ELSA support • Personalised programme to develop ELSA and self-regulation following advice from specialist • Use of PIVATS to support identification of next steps and personal goals
Sensory and Physical	• Support as recommended by OT/ Physio • Second ½ term Sensory circuits- regulation/ postural control • Recommendations as made by specialist teachers • Handwriting programme- Write from the start • Support from Sports Coach at Break and Lunch times • Fizzy Programme	NHS GGC • South Warwickshire University NHS Foundation Trust-:: How can I help the child at school? (swft.nhs.uk) a programme of different FMS to work through with base line and end of unit assessments	• Ongoing sensory circuits/ postural control • Personalised programme as developed by specialist e.g. OT/ Physio • Use of PIVATS to support identification of next steps and personal goals