

Pupil premium strategy statement (primary)

1. Summary information					
School	Threshfield School				
Academic Year	2020-21	Total PP budget	£14,305	Date of most recent PP Review	March 2020
Total number of pupils	78 + preschool children	Number of pupils eligible for PP	11 8@£1,345 1@£2,345 2@£600.00	Date for next internal review of this strategy	September 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% Achieving in reading, writing and maths	In line with DfE standards for publication of data for small cohorts this data has been suppressed to reduce the risk of individual pupils being identified.	
% Making progress in reading		
% Making progress in writing		
% Making progress in maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Progress not being made at the expected rate following the key stage one assessments
B.	Poor mathematical skills across school identified through
C.	Pupils need to have high expectations of themselves, aiming towards these with resilience.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance for 2018-19 was 81.2% for PP children. Low attendance affects children's ability to achieve. Attendance for 2019-20 was 93.8% for PP children. This attendance is between September and March 20 th when schools closed due to the COVID-19 pandemic.
E.	In order for children to achieve, extra-curricular be made available is needed.

4. Desired outcomes	
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	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved resilience of Pupil Premium children so that they have high expectations of themselves.	Children taking more of an active role, both in and out of lessons and have high aspirations of themselves.
B.	Assessment of reading, writing and mathematics (through termly teacher assessments and optional SATs) to identify gaps between Pupil Premium and their peers so interventions can be put into place.	Assessments showing the gap closing between the Pupil Premium children and their peers; Pupil Premium children achieving personal targets.
C.	Increased confidence, providing children with the skills needed to achieve in the Statutory Assessments Tests (SATs).	Children feeling more confident in assessments; achieving their personal best.
D.	Increased attendance rates for pupils.	Overall PP attendance improves from 93.8% to the aspirational target of 97% in line with school target.
E.	Increased rate of children attending residential trips and extra-curricular activities, enrichment resources.	All pupils will be offered the opportunity to attend extra-curricular activities and we have improved attendance of Pupil Premium pupils on residential trips.

5. Planned expenditure

Academic year

2020/21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved progress across key stage 1 and 2.	<p>Quality First Implementation of the curriculum for all pupils with the appropriate level of in- class support to both promote independence and ensure small group/ focused support as needed to achieve best learning outcomes.</p> <p>Standards and expectations with clear personal targets for all pupils and parents. These are evident in children’s books and shared with parents in reports and parents’ evenings</p> <p>Support for specific children in tutoring, who have been identified as needing additional support: 4hrs per half-term per teacher £3360 £35ph x4 x6</p>	<p>Children are not making sufficient progress across school, especially key stage 2.</p> <p>Children do not tackle assessments with confidence and resilience and as such their results does not always reflect their classroom work.</p> <p>Children are unsure of their personal targets and what they are working towards.</p> <p>Teacher assessments need to be used to specifically identify gaps in learning. This information can then be used to identify opportunities to improve learning.</p> <p>Reading is an area for development across school.</p> <p>Regular formative assessment clearly identifies when children have missed learning from our ambitious curriculum. To ensure the curriculum is accessible to all, additional sessions are offered on a</p>	<p>Classroom observations showing Quality First Curriculum Implementation – expectations at least Good.</p> <p>Book Scrutiny shows evidence that the marking and feedback policy is being followed. Personalised targets for each child can be clearly seen.</p> <p>Children’s targets and progressed shared with parents in school reports and parents’ evenings.</p> <p>Learning Walks around school show an appropriate learning environment, including displays showing excellent pieces of work.</p> <p>Teacher Assessments happening termly and data represented. Optional and Statutory SATs happening twice a year – results analysed to identifying gaps in learning.</p>	Headteacher to lead.	<p>Termly</p> <p>End of academic year</p>

	<p>Interventions taking place across school to provide 1-2-1 and small group support in ensuring children remain in line with their peers. £2600.00</p> <p>To enhance reading skills. Reading Plus used in higher key stage 2 to develop and enhance the children's reading skills. £600.00</p> <p>Whole class reading books purchased throughout school to enable engaging texts to be shared with the chn and reading role-modelling to be used. £300.00</p> <p>Specific levelled reading books purchased in key stage 1 and lower key stage 2 to support the acquisition of reading skills and confidence. £500.00</p>	<p>smaller basis to ensure learning is achieved.</p>	<p>Reading Plus will be implemented within two classrooms by the class teachers. Progress is tracked through the programme to show progress. Classroom observations and book scrutinies of Book Talk books will ensure that the books are being used effectively to enhance reading.</p> <p>Observations of interventions to ensure appropriate material and progress is being shared and made.</p> <p>Teacher and optional assessments will show clear success against age-related expectations.</p>		
<p>Improved confidence of Pupil Premium children so that all know that they can achieve.</p>	<p>Provide CPD for all staff in delivering the curriculum with particular emphasis on promoting mastery in maths and skills for ensuring greater depth in reading.</p>	<p>The ethos of our school promotes a belief in the desire to enable our pupils to reach their full potential.</p> <p>We teach children to have resilience and the skills and attitude to approach challenges and tasks with determination and confidence.</p>	<p>Display school ethos for all to see.</p> <p>Long-term plan for assemblies to incorporate key messages and learning – linked to the school's ethos.</p> <p>Celebration Assembly and Newsletter promotes good work</p>	<p>All staff Headteacher</p>	<p>Termly End of academic year.</p>

	<p>Ensure sufficient challenge. Promote confidence via identifying individual talents and interests and providing a focus e.g. Sport, art and music.</p> <p>New PSCHE program of study launched across school.</p> <p>£1200 – training courses for individual teachers £800 – supply cover</p>		<p>and attitudes across school and provides a platform to celebrate children's achievements.</p> <p>Long-term plan for PSCHE across school to promote confidence and self-belief.</p> <p>Pupil and Parent Questionnaires identifying successes of school and children's attitude to their abilities.</p> <p>Increased percentage of children attending year 6 residential.</p>		
<p>Tracking data and pupils' work will highlight that pupils are making better than expected progress</p>	<p>Pupil Premium children discussed during Pupil Progress Meetings separately and in comparison to their peers.</p> <p>Pupil Premium children to be identified, by being highlighted, on confidential (staff to see only) tracking sheets.</p> <p>Assessments happening termly to ensure no child is left behind.</p> <p>£100.00</p> <p>Optional Assessments to track children's progress across school and to offer preparation for statutory assessments.</p> <p>£800.00</p>	<p>Pupil Premium children to be tracked with their peers and alongside them to ensure gaps between them and their peers are not created or widened.</p> <p>To ensure all staff are aware of the Pupil Premium children within their class.</p> <p>Assessments to be more concise and meaningful to ensure all teaching staff can use it effectively to direct their teaching.</p>	<p>Termly Teacher Assessment of all pupils, with Pupil Premium children being tracked with their peers and alongside.</p> <p>Termly monitoring of teaching and learning, e.g. lesson observations; book scrutiny.</p> <p>Reports to Governors and regular updates and visits for the Pupil Premium governor.</p> <p>Pupil Progress Meetings at the beginning of each term, after Teacher Assessments have been completed.</p> <p>Optional Assessments to take place twice over the year to track children's progress and offer preparation for statutory assessments.</p>	<p>Headteacher</p>	<p>Termly</p> <p>End of academic year.</p>

Total budgeted cost					£10,260.00
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils in EYFS to make better than expected progress – target for 71.5% of pupils to achieve a good level of development. To be measured via termly assessment, end of EYFS judgements and reports from external agencies.	<p>Increased training of teaching assistants to ensure consistency within observations.</p> <p>Thorough and concise assessment system used in the EYFS to ensure regular tracking to keep the children on track.</p> <p>£300 training £200 cover £100 Assessment tracker</p>	<p>Highly trained staff who are able to provide meaningful provision to meet the requirements of the EYFS.</p> <p>All staff able to assess through observations, providing clear targets and steps to ensure progress.</p> <p>Obstacles in children’s learning identified early to improve progress rates.</p>	<p>Monitor impact through termly assessments.</p> <p>Observations from interventions and classroom practice.</p> <p>Feedback from interventions to ensure progress over time.</p> <p>Learning walks identifying meaningful provision.</p>	Headteacher	Termly
	<p>Development of the outdoor areas for enhancing the learning of English and Mathematics through specific provision.</p> <p>£500.00</p>	<p>Enhanced provision for children throughout the Early Years Provision making the learning seamless throughout.</p>			
Total Budget					£1,100.00
iii. Other approaches					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Use of Pupil Premium towards residential, school trips, school milk, snacks, breakfast and after school clubs, sports, uniforms etc	<p>Ensure Pupil Premium children have the ability to access any school activities or extra-curricular activities.</p> <p>£3000</p>	<p>Clear evidence that children learn best when they are in good physical health.</p> <p>Pupils' attitude towards learning and achievement will be enhanced by accessing a full range of activities (including extra curricula activities).</p>	<p>Assess needs of individual children half termly to check that they have appropriate access to these resources.</p> <p>Ensure that all Pupil Premium pupils can access activities.</p>	Headteacher	Termly
Increased attendance rates for Pupil Premium pupils	<p>Importance of attendance to be shared with parents.</p> <p>Monitor closely and follow up any absences immediately</p> <p>£0</p>	<p>Attainment for pupils cannot improve if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Regular checks and communication with parents.</p> <p>Attendance included on the Headteacher's report to governors and the weekly newsletter (following the Easter holidays).</p>	Headteacher	Termly
Total budgeted cost					£3,000

Academic year	2019/20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved progress across key stage 2.	<p>Quality First Teaching for all pupils with the appropriate level of in- class support to both promote independence and ensure small group/ focused support as needed to achieve best learning outcomes.</p> <p>Standards and expectations with clear personal targets for all pupils and parents. These are evident in children’s books and shared with parents in reports and parents’ evenings</p> <p>Support for specific children in interventions, who have been identified as needing additional support: (4hrs x GTA per week) £2148 (2x ATA per week) £1328</p>	<p>Children are not making sufficient progress across school, especially key stage 2.</p> <p>Children do not tackle assessments with confidence and resilience and as such their results does not always reflect their classroom work.</p> <p>Children are unsure of their personal targets and what they are working towards.</p> <p>Teacher assessments need to be used to specifically identify gaps in learning. This information can then be used to identify opportunities to improve learning.</p>	<p>Classroom observations showing Quality First Teaching – expectations at least Good.</p> <p>Book Scrutiny shows evidence that the marking and feedback policy is being followed. Personalised targets for each child can be clearly seen.</p> <p>Children’s targets and progressed shared with parents in school reports and parents’ evenings.</p> <p>Learning Walks around school show an appropriate learning environment, including displays showing excellent pieces of work.</p> <p>Teacher Assessments happening termly and data represented. Optional and Statutory SATs happening twice a year – results analysed to identifying gaps in learning.</p>	Headteacher to lead.	Termly End of academic year
Improved confidence of Pupil Premium children so that all	Promote CPD for all staff in delivering the curriculum with particular emphasis on	The ethos of our school promotes a belief in the desire to enable our pupils to reach their full potential.	Display school ethos for all to see.	All staff	Termly

<p>know that they can achieve.</p>	<p>promoting mastery in maths and skills for ensuring greater depth in writing.</p> <p>Ensure sufficient challenge. Promote confidence via identifying individual talents and interests and providing a focus e.g. Sport, art and music.</p> <p>New PSCHE program of study launched across school.</p> <p>£600 – training courses six a year at £75 each £500 – supply cover</p>	<p>We teach children to have resilience and the skills and attitude to approach challenges and tasks with determination and confidence.</p>	<p>Long-term plan for assemblies to incorporate key messages and learning – linked to the school's ethos.</p> <p>Celebration Assembly and Newsletter promotes good work and attitudes across school and provides a platform to celebrate children's achievements.</p> <p>Long-term plan for PSCHE across skill to promote confidence and self-belief.</p> <p>Pupil and Parent Questionnaires identifying successes of school and children's attitude to their abilities.</p> <p>Increased percentage of children attending year 6 residential.</p>	<p>Headteacher</p>	<p>End of academic year.</p>
<p>Tracking data and pupils' work will highlight that pupils are making better than expected progress</p>	<p>Pupil Premium children discussed during Pupil Progress Meetings separately and in comparison to their peers.</p> <p>Pupil Premium children to be identified, by being highlighted, on confidential (staff to see only) tracking sheets.</p> <p>Assessments happening termly to ensure no child is left behind.</p>	<p>Pupil Premium children to be tracked with their peers and alongside them to ensure gaps between them and their peers are not created or widened.</p> <p>To ensure all staff are aware of the Pupil Premium children within their class.</p> <p>Assessments to be more concise and meaningful to ensure all teaching staff can use it effectively to direct their teaching.</p>	<p>Termly Teacher Assessment of all pupils, with Pupil Premium children being tracked with their peers and alongside.</p> <p>Termly monitoring of teaching and learning, e.g. lesson observations; book scrutiny.</p> <p>Reports to Governors and regular updates and visits for the Pupil Premium governor.</p> <p>Pupil Progress Meetings at the beginning of each term, after</p>	<p>Headteacher</p>	<p>Termly End of academic year.</p>

	£1315 (Target Tracker 7 Phonics Tuition box)		Teacher Assessments have been completed.		
Total budgeted cost					£5,891
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils in EYFS to make better than expected progress – target for 71% of pupils to achieve a good level of development. To be measured via termly assessment, end of EYFS judgements and reports from external agencies.	Teaching assistants and teachers to lead small group and 1:1 tuition for targeted students. Referrals completed when required to ensure specific interventions are taking place. Increased training of classroom teacher; Headteacher and teaching assistants.	Highly trained staff who are able to provide meaningful provision to meet the requirements of the EYFS. All staff able to assess through observations, providing clear targets and steps to ensure progress. Obstacles in children’s learning identified early to improve progress rates.	Monitor impact through termly assessments. Observations from interventions and classroom practice. Feedback from interventions to ensure progress over time. Learning walks identifying meaningful provision.	Headteacher	Termly
Total Budget					£3,320

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Use of Pupil Premium towards residential, school trips, school milk, snacks, breakfast and after school clubs, sports, uniforms etc	Ensure Pupil Premium children have the ability to access any school activities or extra-curricular activities. £1500	Clear evidence that children learn best when they are in good physical health. Pupils' attitude towards learning and achievement will be enhanced by accessing a full range of activities (including extra curricula activities).	Assess needs of individual children half termly to check that they have appropriate access to these resources. Ensure that all Pupil Premium pupils can access activities.	Headteacher	Termly
Increased attendance rates for Pupil Premium pupils	Importance of attendance to be shared with parents. Monitor closely and follow up any absences immediately £400	Attainment for pupils cannot improve if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Regular checks and communication with parents. Attendance included on the Headteacher's report to governors and the weekly newsletter (following the Easter holidays).	Headteacher	Termly
Total budgeted cost					£1,900

6. Previous Year's Expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

iv. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved progress for all of our Pupil Premium children.	<p>Quality First Teaching for all pupils with the appropriate level of in-class support to both promote independence and ensure small group/ focused support as needed to achieve best learning outcomes from in-class teaching.</p> <p>Standards and expectations with regard to homework are clear to all pupils and parents. Opportunities are offered in school at lunchtime to support pupils with homework when support is not available at home.</p> <p>Homework Club: £664 (Mrs D. 1 hour per week) Support in class: (4hrs x GTA per week) £2148</p>	<p>Ensure all staff are adequately trained to deliver high quality teaching, which meets the needs of all learners.</p> <p>Ensure staff have adequate knowledge of individual to reshape tasks mid-lesson if learning objective is not being achieved.</p>	<p>Progress tracked through intervention manager sessions</p> <p>Pupil Questionnaire</p> <p>Children making at least expected progress</p>	<p>All staff</p> <p>Richard Cook to lead.</p>	<p>Termly</p> <p>End of academic year</p>

	(2x ATA per week) £1328				
Improved confidence of Pupil Premium children so that all know that they can achieve.	<p>Promote CPD for all staff in delivering the curriculum with particular emphasis on promoting mastery in maths and skills for ensuring greater depth in writing.</p> <p>Ensure sufficient challenge. Promote confidence via identifying individual talents and interests and providing a focus e.g. Sport, art and music.</p> <p>£2400 – training courses six a year at £75 each £525 – supply cover for half of those</p>	The ethos of our school promotes a belief in the desire to enable our pupils to reach their full potential. Adopting a ‘can do’ attitude with appropriate challenge and support should enable pupils to gain confidence and succeed.	Re-cap with staff on positive values and the school ethos and have this as a focus for pupil conferences, lesson observations and book scrutinise.	All staff Richard Cook to lead.	Termly End of academic year.

Tracking data and pupils' work will highlight that pupils are making better than expected progress	Pupil Premium children highlighted on tracking data so that all staff are aware of their progress. £1315 (Target Tracker 7 Phonics Tuition box)	Some of the students need targeted support to catch up or extend their learning. Resources purchased to support this will be tried and tested and effective strategies e.g. 1:1 Tuition Box	Termly assessment of all pupils including PP. Termly monitoring of teaching and learning. Reports to Governors and regular updates and visits for PP governor. PP progress is a focus of half-termly PP meetings. PP remains a focus of the School Improvement Committee and is a standard agenda item and a regular focus of monitoring and progress of pupils.		Termly End of academic year.
Total budgeted cost					£8,380
v. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils in EYFS to make better than expected progress – target for 71% of pupils to achieve a good level of development. Measured via termly assessment, end of EYFS judgements and reports from external agencies.	Employ teaching assistants and teachers to lead small group and 1:1 tuition for targeted students. Units of Sound intervention used to support literacy development – Lego Therapy used to support social skills. £3320	By pairing pupils with skilled staff there is also an opportunity to provide social and emotional support to Pupil Premium pupils. Intervention programme with proven success record and recommended by staff from EMS	Monitor impact through termly assessments. Liaise with parents and discuss with pupils to ensure that all parties understand the rationale and are behind the interventions taking place. Ensure that interventions are taught by staff that has undertaken the relevant training and that there skills are up to date and relevant.	Richard Cook	Termly
Total Budget					£3,320

vi. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Use of Pupil Premium towards residential, school trips, school milk, snacks, breakfast and after school clubs, sports, uniforms etc	To help support families and finances at home and to ensure that children's physical and emotional well-being is supported and that pupils are able to access the full range of educational provision £1500	Clear evidence that children learn best when they are in good physical health. Pupils' attitude towards learning and achievement will be enhanced by accessing a full range of activities (including extra curricula activities), which have a cost implication.	Assess needs of individual children half termly to check that they have appropriate access to these resources. Ensure that all Pupil Premium pupils can access activities no matter the cost	Richard Cook	Termly
Increased attendance rates for Pupil Premium pupils	Parents to understand the importance of high attendance. Continue to monitor closely and follow up any absences immediately £400	Attainment for pupils cannot improve if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step	Regular checks and communication with parents	Richard Cook to lead	Termly
Total budgeted cost					£1,900

7. Review of expenditure

Previous Academic Year 2017-18

i. Quality of teaching for all

<p>Desired outcome Tracking data and pupils' work will highlight that pupils are making better than expected progress</p>	<p>Quality First Teaching for all pupils with the appropriate level of in- class support to both promote independence and ensure small group/ 1:1 support as needed to achieve best learning outcomes from in-class teaching. PP children highlighted on tracking data so that all staff are aware of their progress. Promote CPD for all staff in delivering the curriculum with particular emphasis on promoting mastery in maths and skills for</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> <p>100% of pupils achieved age related expectations in Reading, Writing and Maths and above in reading for both KS1 and KS2.</p>	<p>Lessons learned (And whether you will continue with this approach)</p> <p>Tracking pupils, including pupil premium at half termly intervals suggests that the pupil premium pupils were able to achieve in line with their peers</p>	<p>Cost £7,040</p>
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<p>Improved confidence of PP children so that all know that they can achieve.</p>	<p>ensuring greater depth in writing. Standards and expectations with regard to homework are clear to all pupils and parents. Opportunities are offered in school at lunchtime to</p> <p>Promote confidence through an 'I can' approach in classroom teaching and peer praise. Ensure sufficient challenge. Promote confidence via identifying individual talents and interests and providing a focus e.g. Sport, art and music.</p>	<p>Increased confidence – pupils improved participation in their individual talents and interests.</p>	<p>Continue to build on this strategy to maximise its success and ensure all children access a broad balanced curriculum.</p>	
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (And whether you will continue with this approach)</p>	<p>Cost: £2,100</p>

Pupils in EYFS to make better than expected progress. Measured via termly assessment, end of EYFS judgements and reports from external agencies.	Teaching assistants & teachers lead small group & 1:1. Units of Sound intervention to support literacy development. Lego Therapy used to support social skills.	62% of pupils achieved a good level of development.	Have a target of 71% in line with national average for 208-19	
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (And whether you will continue with this approach)	Cost: £2000
Used PP towards residential, school trips, school milk, snacks, breakfast and after school clubs, sports, uniforms etc	To help support families and finances at home and to ensure that children's physical and emotional well-being is supported and that pupils are able to access the full	All pupils had the opportunity to attend residential and when pupils did not attend there was a valid reason and alternative provision put in place. All parents of PP children were notified of before and after school provision but the parents did not access these.	Identify where support is needed and ensure that where it is not, that alternative support offered.	
Increased attendance rates for PP pupils	Parents to understand the importance of high attendance. Continue to monitor closely and follow up any absences immediately	A pupil premium success criterion was to improve from 91% to 97%. Overall attendance was 87% for pupil premium and 94.8% overall, despite members of staff providing individual support. Due to consistent and persistent message of the need for attendance, attendance improved in the summer term.	Time scale for success criteria is realistic as changes in behaviour takes time and that appreciating and understanding the complex issues for families is essential.	

8. Additional detail

Due to such small cohorts of PP children – analysing data must take into account the particular learning needs/personal context of the individual child.