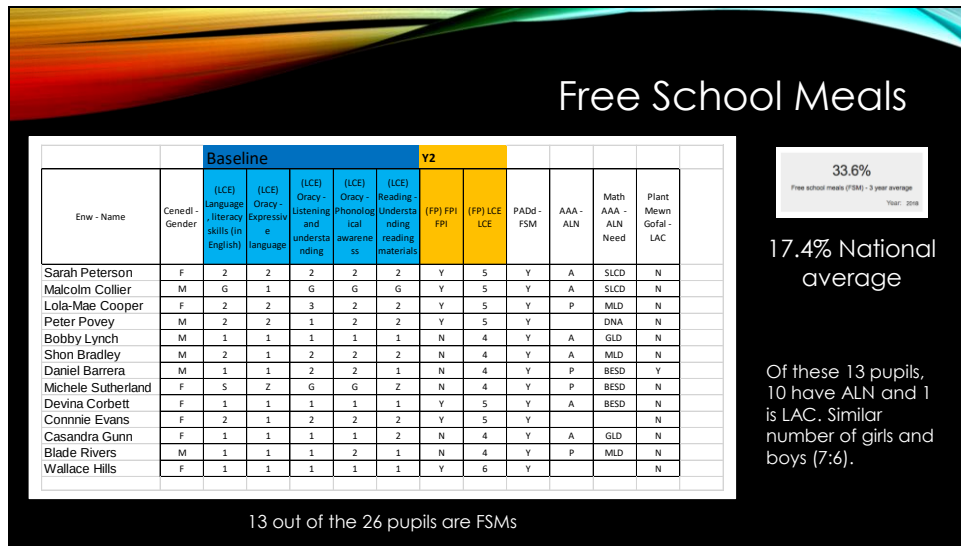
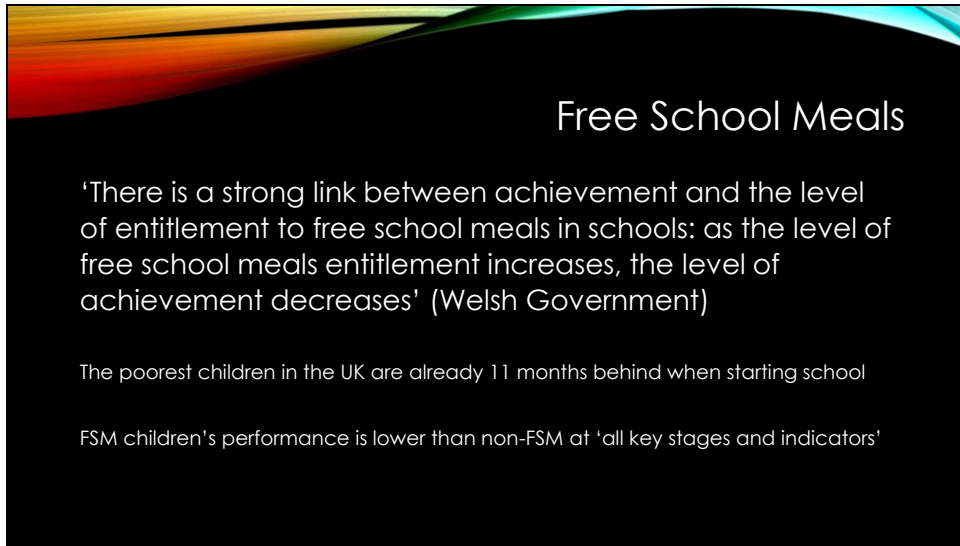


Slide 1



When first looking in to the school, it appears to be situated in a deprived area with 33.6% of pupils entitled to free school meals, however for the year 3 class it is even higher as exactly half of the class are FSMs. The national average is currently 17.4% (Welsh Government, 2018a).

The slide features a dark background with a vibrant, abstract, wavy design at the top, transitioning from yellow and orange on the left to green and blue on the right. The title 'Free School Meals' is positioned in the upper right area in a white, sans-serif font. Below the title, there are three lines of white text, each preceded by a small white square bullet point.

Free School Meals

- ‘There is a strong link between achievement and the level of entitlement to free school meals in schools: as the level of free school meals entitlement increases, the level of achievement decreases’ (Welsh Government)
- The poorest children in the UK are already 11 months behind when starting school
- FSM children's performance is lower than non-FSM at 'all key stages and indicators'

There is a gap in ‘readiness’ of less advantaged pupils and their more advantaged peers on entering education. The Sutton Trust (2017) say that the poorest children in the UK are already 11 months behind when starting school. This gap widens throughout school (Stewart and Waldfogel, 2017) and although the gap has been narrowing over the last 10 years in Key Stage 2 and 3, FSM children’s performance is lower than non-FSM at ‘all key stages and indicators’ (Welsh Government, 2018b).

Slide 3

Free School Meals																	
Asesiad Athro BL2 - Y2 Teacher Assessment																	
Enw - Name	BL - CC NC Year	Cenedl - Gender	(MDT) Mathematical development	(PSD) Personal and social development	(LCE) Language literacy skills (in English)	(LCE) Oracy - Expressive language	(LCE) Oracy - Listening and understanding	(LCE) Oracy - Phonological awareness	(LCE) Reading - Understanding reading materials	(FP) FPI FPI	(FP) LCE LCE	(FP) MDT Maths	(FP) PSD PSD	PADD - FSM	AAA - ALN	Math AAA - ALN Need	Plant Mewn Gofal - LAC
Sarah Peterson	3	F	3	2	2	2	3	2	2	Y	5	5	5	Y	A	SLCD	N
Malcolm Collier	3	M	1	1	G	1	G	G	G	Y	5	5	5	Y	A	SLCD	N
Lola-Mae Cooper	3	F	2	3	2	2	3	2	2	Y	5	5	5	Y	P	MLD	N
Peter Povey	3	M	1	2	2	2	1	2	2	Y	5	5	5	Y		DNA	N
Bobby Lynch	3	M	2	2	1	1	1	1	1	N	4	4	5	Y	A	GLD	N
Shon Bradley	3	M	2	3	2	1	2	2	2	N	4	6	4	Y	A	MLD	N
Daniel Barrera	3	M	1	2	1	1	2	2	1	N	4	4	5	Y	P	BESD	Y
Michele Sutherland	3	F	1	1	5	2	G	G	Z	N	4	5	5	Y	P	BESD	N
Devina Corbett	3	F	1	2	1	1	1	1	1	Y	5	5	5	Y	A	BESD	N
Connie Evans	3	F	2	2	2	1	2	2	2	Y	5	5	5	Y			N
Cassandra Gunn	3	F	1	2	1	1	1	1	2	N	4	4	4	Y	A	GLD	N
Blade Rivers	3	M	2	1	1	1	1	2	1	N	4	4	5	Y	P	MLD	N
Wallace Hills	3	F	1	1	1	1	1	1	1	Y	6	6	6	Y			N

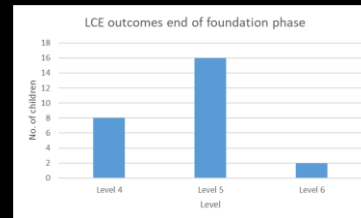
The year 3 class data reflects this as the majority of pupils not meeting FPIs are FSMs (6/8)
The 6 FSM pupils not meeting FPIs have not hit their targets for language and communication in year 2, going back to the baseline assessment these are children who have struggled with oracy (particularly expressive language).

Oracy

id Athro BL2 - Y2 Teacher Asses									
Enw - Name	(FPI) FPI	(FPI) LCE	(FPI) MDT	(FPI) PSD	PADD - FSM	AAA - ALN	Math AAA - ALN	Plant Meen Gofal - LAC	
Victoria Patterson	N	4	5	5		P	BESO	N	
Bobby Lynch	N	4	4	5	Y	A	GLD	N	
Shon Bradley	N	4	6	4	Y	A	MLD	N	
Daniel Barrera	N	4	4	5	Y	P	BESO	Y	
Michele Sutherland	N	4	5	5	Y	P	BESO	N	
Peter Neal	N	4	3	5		A	MLD	N	
Cassandra Gunn	N	4	4	4	Y	A	GLD	N	
Blade Rivers	N	4	4	5	Y	P	MLD	N	

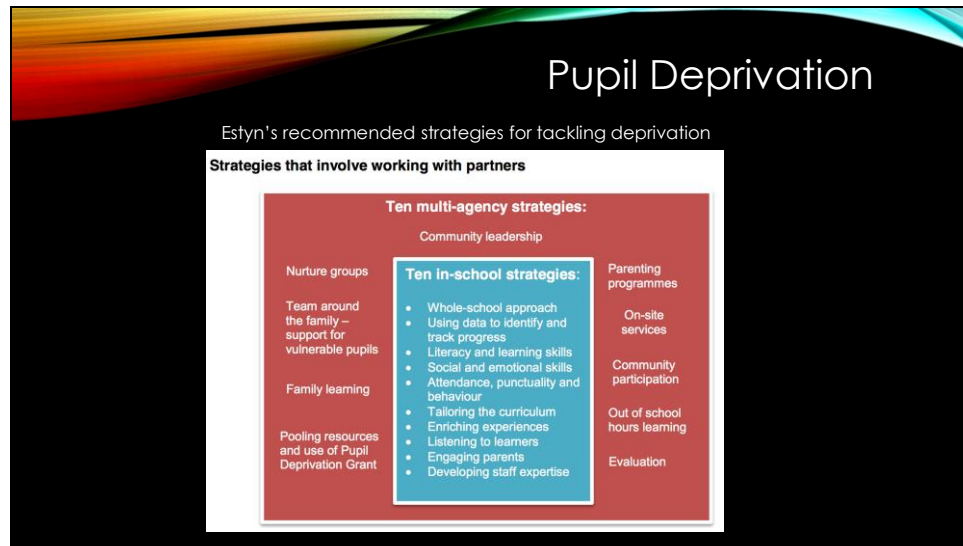
8 pupils in total gained a level 4 in language and communication. Each child has an additional learning need and therefore will likely have more barriers to learning than their peers and will have specific needs that need to be met.

- Fundamental to life chances.
- 40-50% of children starting school do not have the language skills. they need in order to progress
- vocabulary at age five is one of the most significant predictors of the qualifications pupils achieve when they leave school.



Communication is 'fundamental to life chances' but the number of children starting school with limited language is increasing with the literacy trust stating that 40-50% of children starting school do not have the language skills they need in order to progress.

Considering that 'vocabulary at age five is one of the most significant predictors of the qualifications pupils achieve when they leave school' the fact that 8 pupils in the year 3 cohort did not meet the FPI for language is extremely concerning (Gross, 2013).



Looking at the data, I want to put something in place for these pupils to help them with their literacy to make sure they are not disadvantaged and help them to achieve. This is a recommended in-school strategy to help tackle pupil deprivation. However, I also wanted to put something in place to support all FSM children and to ensure there is engagement with parents and the wider community.



Interventions /Strategies	
• Oracy (Early Years) – WellComm, Early talk boost	Early identification and intervention
• Oracy (KS2 – Current Cohort) – Talk for literacy (one-to-one)	One-to-one support
• Oracy (in class) – Dialogic teaching, P4C, inclusive	Inclusive and communication friendly classrooms
• FSM (Family/Community Engagement) – Communication, open door policy, parent council, cooking club, local businesses	Community school Building positive relationships with parents and helping them support their children in their learning

I feel that due to the current cohort scoring low for language at baseline, early identification and intervention are important. More details of this are available in the report.

For the 8 pupils that scored a level 4 in language and communication in year 2 I feel that one-to-one support would benefit to help them catch up with their peers. The cost of training for this could be covered by the PDG as the majority of pupils it will help are FSMs. Talk for literacy would be undertaken by a teaching assistant or specialised member or staff. Details of this are covered in the report.

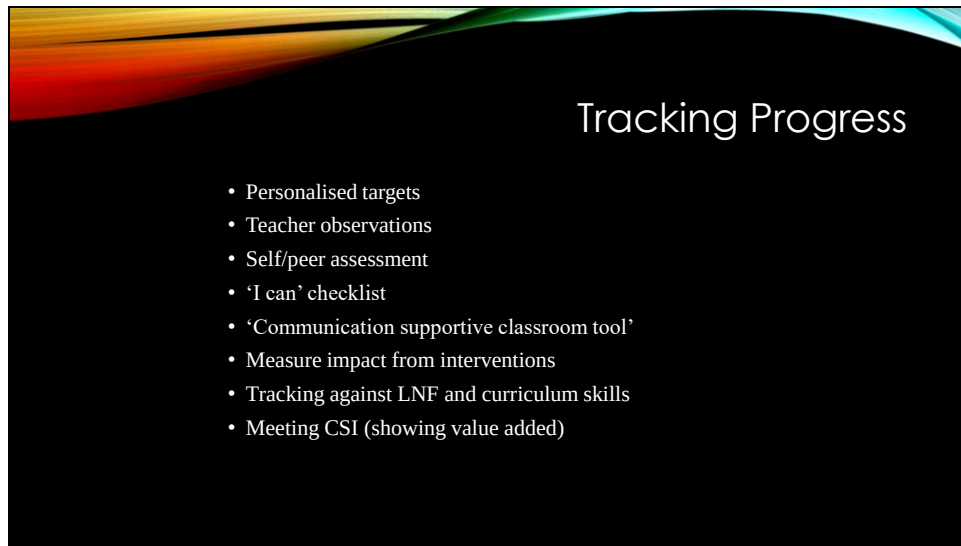
Children from disadvantaged backgrounds are at risk of ‘linguistic deprivation’, schools can help combat this by creating a communication friendly school where positive achievements in speaking and listening are recognised (Fisher and Williams, 2006) and class teachers provide opportunities for talk and model good language. Discussion itself has an impact size of 0.82 and organisers or ‘anticipation guides’ which provide statements for children to question, activating prior knowledge and eliciting curiosity has an impact size of 0.41; both of these strategies are deemed as high impact. As oracy interventions have links to metacognition and collaborative learning approaches, progress can be even more significant.

The school can use the ‘communication supportive classroom tool’ attached to the report to identify weak areas whilst considering whether the physical layout of classrooms facilitate talk. Digital resources should be utilised to support learning and allow for oral rehearsal before presenting ideas to others.

At age seven, the degree to which families engage with their child’s learning has **six times more** influence over the child’s educational attainment than the quality of the school.

Schools are a key part of a network that serve the community, they can make important contributions and also draw on support from others

Parents who feel a sense of community where they live are more likely to be satisfied with their child's primary school.



Pupils’ progress should be monitored throughout the interventions to make sure they are making suitable progress and the interventions are having a worthwhile impact.

Due to the number and complexity of the strategies proposed, the time taken to fully implement them will be considerable. However, training on the interventions and communication friendly classrooms is a priority and so should be undertaken as soon as possible. Whereas parental and community will be phased in to gradually build strong, ongoing relationships.