



Heathcoat Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium 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 | Heathcoat Primary |
| Number of pupils in school | 314 |
| Proportion (%) of pupil premium eligible pupils | 91 children (29%) |
| Academic year/years that our current pupil premium strategy plan covers (<i>3 year plans are recommended</i>) | 2024-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Demelza Higginson |
| Pupil premium lead | Becky Budden |
| Governor / Trustee lead | Flora Wood |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £167,240 |
| 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 | £167,240 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Heathcoat Primary School is that all pupils, irrespective of their background or the challenges they face, embrace their learning, build their social and physical well-being and make good progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges faced by disadvantaged pupils and also to the individual needs of the pupils in our school. Teachers are involved in the analysis of data and identification of pupils and therefore are aware of the strengths and weaknesses and can provide targeted responses. We understand that the disadvantaged children in our school may have more complex family situations that impede them from being able to flourish. The challenges are varied and there is no 'one size fits all'. Our approach will be rooted in diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

In addition, we will use the following guiding principles to support the disadvantaged children at our school:

- ensure that all disadvantaged children are known, cared-for, noticed and understood by all teachers and support staff. We consciously build strong relationships with these pupils, gaining knowledge of their subject strengths and areas for development, their individual needs and aspirations.
- We focus on developing the whole child; noticing their talents, academic achievements and acknowledge, and address as appropriate, the unique barriers that they may face.
- Every disadvantaged child will be prioritised for enriching academic and extra-curricular opportunities.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | <p>Weak language and communication skills</p> <p>A significant proportion of Nursery and Reception pupils start HPS with communication and language skills significantly below age related expectations. This has been further impacted by Covid. Although they make good progress in the EYFS, this is not sufficient for them to reach age related expectations by the end of Reception and impacts heavily on their ability to access the National Curriculum as they progress through school. Vocabulary gaps are evident from reception to KS2 and are more prevalent among our disadvantaged pupils than their peers. In 2024, 47% of children are where they should be in terms of Communication and Language. 53% of children are either below or well below the expected standard for on entry profile.</p> |
| 2 | <p>Low attainment in reading, writing and maths</p> <p>A high proportion of PP children leave KS2 not meeting the expected standard in Reading, Writing and Maths.</p> <p>A gap between PP and non-PP remains steady to the end of KS2.</p> <p>The attainment gap in the basic skills (reading, writing and maths) of disadvantaged children versus those from non-disadvantaged backgrounds has widened post-pandemic. This aligns with the national picture: https://www.bbc.co.uk/news/education-53908801</p> |
| 3 | <p>Attendance issues</p> <p>Although attendance for many of our PP children over the past academic year has improved, we recognise in the current climate, and with attendance being a National issue, we need to continue to target, closely monitor and support PP pupils so this continues to improve. A higher percentage of persistent absentees were PP children in the last academic year in comparison to non-PP pupils, which has a significant impact on their ability to learn, achieve and succeed.</p> |
| 4 | <p>Social and emotional issues and complex family situations</p> <p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, partly due to a lack of extra-curricular opportunities both in and out of school during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. The number of people open to social care has increased significantly since the return to school. Pupils eligible for PP have on average experienced more Adverse Childhood Experiences.</p> |

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| 5 | <p>Parental engagement and support from home.</p> <p>In 2020, 38% of disadvantaged pupil parents did not attend parent consultations meetings. This improved in 2022 and continues to improve as 100% of parents of disadvantaged children were given meetings, contact or phone calls to give opportunities to discuss progress.</p> <p>As a school, we need continue to find ways to encourage parents to engage more with school (which also links to attendance), so that families feel more a part of the community and see the value of attending and learning. This needs to extend into further opportunities for parents to come into school e.g. to see learning in action or attend subject workshops.</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 |
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| Improved language and oral communication skills and vocabulary among disadvantaged pupils. | Assessments and observations will identify gaps and targeted work will be used to significantly improve oral language and vocabulary use among disadvantaged pupils. Pupils at the end of EYFS will achieve ARE on their language link assessment unless a SEND need is identified. The percentage of PP children reaching the expected standard for communication and language is at least in line with the LA average. |
| Improved reading, writing and maths attainment among disadvantaged pupils. Quality first teaching and targeted intervention meets the needs of all pupils, particularly our disadvantaged pupils. | All PP children are making good progress from their starting points and that PP children without SEND are achieving in line with national average at the end of KS2. High engagement with learning for PP to be gathered by qualitative data from pupil voice and teacher observations. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance demonstrated by: <ul style="list-style-type: none"> - improved attendance for individual pupil premium children. - attendance of PP children to be closely monitored. - attendance to be in line with national average - attendance lead will work closely with parents to support improved attendance (Early intervention/Fast Track) - attendance lead will meet regularly with persistently absent parents in School Attendance support Meetings. |

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| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| <p>Increased parental engagement and support from home</p> | <ul style="list-style-type: none"> • Increase in the number of parents of PP eligible children attending parent consultations. • Phone calls home to celebrate successes. • Contacting parents of PP children to invite them to events. • More workshops so that parents can support children in their learning. Check that parents of PP children are aware of these workshops and encourage attendance. |

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: £83,272

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Purchase of standardised diagnostic assessments.</p> <p>(NFER for years 3, 4 and 5 – Aut, Spring, Summer, and year 1 in Summer term)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | <p>1, 2, 4</p> |
| <p>High quality teaching</p> | <p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Teachers will evaluate closely to ensure misconceptions are addressed and that personalised learning takes place.</p> | <p>1, 2, 4</p> |
| <p>Wellcomm Language assessment for all children in nursery.</p> <p>Speech link assessment for all children in reception.</p> | <p>The WellComm toolkits have been developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> | <p>1</p> |

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| <p>Purchase of RWI scheme to secure stronger phonics teaching for all pupils.</p> <p>Training for staff to ensure teaching assessments are interpreted and administered correctly.</p> | <p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>2, 4</p> |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Teacher release time.</p> <p>CPD for staff - Teaching for Mastery.</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>2, 4</p> |
| <p>Improve the quality of social and emotional learning (SEL) through jigsaw scheme and wider opportunities within curriculum and school life.</p> | <p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Training of mental health lead and mental health ambassadors.</p> | <p>5, 6</p> |

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| <p>Enhancement of writing/reading.</p> <p>Fund teacher release time to embed key elements of guidance in school and to access Babcock literacy resources and CPD.</p> <p>Library development.</p> <p>New texts for teachers.</p> | <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Library will be revamped and enhanced, with support from Babcock advisors. The reading spine has been improved and will be further enhanced.</p> <p>Texts for teachers have been agreed to ensure access to diverse, challenging and engaging texts to teach reading and writing.</p> | <p>2, 4</p> |
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| <p>Staff training regarding effective feedback and marking.</p> <p>Regular AFL to ensure PP children experience success and celebrate the acquisition of key learning objectives.</p> <p>Feedback prioritised for PP children.</p> | <p>There is clear evidence that feedback, whether it's verbal or written, can have a high impact on learning outcomes. Feedback should be when work is correct as well as when incorrect.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> | <p>2, 4</p> |
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| <p>CPD programme sustained and scaffolded to meet PP SIP priorities RWM.</p> | | <p>2</p> |
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| <p>Knowledge organisers to be introduced in foundation subjects.</p> | <p>Knowledge organisers can mean less of a pressure on working memory and create space for retrieval. They can increase the recall of facts and are a tool to enable pupils to refer back to. When sent home, these can also help to increase parental engagement.</p> | <p>2, 6</p> |
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| Actions for underachieving PP children discussed in pupil progress meetings. | | 1,2,3,4,5,6 |
| Reading comprehension strategies | The EEF shows that on average, reading comprehension approaches deliver an additional 6 months progress. Successful approaches allow activities to be carefully tailored to pupil's reading capabilities and challenge them without overwhelming. We have purchased Literacy Shed for planning resources to deliver effective guided reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 2, 4 |

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

Budgeted cost: £41,636

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| RWI Reading intervention – phonics | The EYFS lead teacher and other reading teachers will continue to deliver targeted, rapid interventions. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | 1, 2 |
| Fresh start reading phonics intervention for children in upper KS2 | Freshstart is a catch-up literacy intervention for pupils at risk of falling behind their peers. It provides systematic and rigorous practise in phonics. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start#:~:text=Completed%20Jan%202014-.The%20project,after%20completion%20of%20the%20intervention. | 2 |
| Wellcomm Language & Speech link interventions as required. | PP children are prioritised. Strategies to be shared with parents. | 1, 6 |

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| Language link Speech therapy | Overall, studies of communication and language approaches consistently show positive benefits for young children's learning. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches | 1,3 |
| PP pupils prioritised for pupil voice. | Prioritising PP children to encourage engagement and identifying needs. | 2,5 |

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

Budgeted cost: £41,636

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Attendance release time for staff to develop and implement procedures. | Embedding principles of good practice set out in the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 3 |
| Pastoral worker – attendance | Pastoral worker to speak to those children with attendance issues to offer emotional support and help to remove potential barriers. Help with school refusal. PP and PA children being priority (persistent absentees who are pupil premium). | 3, 6 |
| Accelerated reader | Independent research showed that children made on average 18% more progress with AR compared to other reading programmes | 2 |
| 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 |
| Extra-curricular activities and curriculum enrichment | Many benefits are cited for attending extra-curricular clubs including, stress managements, finding their talent, confidence, development of social skills. This is also an opportunity for staff to develop relationships with children. https://homeeducator.com/extracurricular-benefits/ | 3, 5 |

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| ment. | https://hammondpsychology.com/how-extracurricular-activities-help-child-development/ Attendance in clubs is prioritised for PP pupils across the year. Book visits to theatres/visiting theatres to school. Attendance prioritised for PP children. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment | |
| Increasing parental engagement -especially of Pupil premium children. | Encouraging parents to attend parent evenings, plays, wider aspects of the school life. Following up with phone calls if parents of pupil premium children do not attend parent consultations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 3, 6 |
| Further developing the school behaviour policy - relational approach. | Developing relationships and a sense of belonging for children. Teachers create an atmosphere where all feel valued, where the life chances of all children are improved and where children take with them the ability to form meaningful and caring relationships. https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf | 3, 5, 6 |
| Calm club (Kingfisher club) at lunchtimes. | Managing and supporting children's behaviour via a lunchtime club. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf Allow children a calm space and some creative time and also encourage social skills so that they are ready to learn. A member of the pastoral team runs club. | 3, 5 |
| Pastoral team & mental health ambassadors | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term Utilising our pastoral team and mental health ambassadors, and family support worker. To develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. | 3, 5, 6 |

Total budgeted cost: £166,545

Externally provided programmes

| Programme | Provider |
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|---------------------------------------|----------------------|
| Accelerated reader | Renaissance Learning |
| My Maths – KS2 maths homework | My Maths |
| TT rockstars | Maths Circle |
| Numbots | Maths Circle |
| Nessy Learning – dyslexia support | Nessy Learning |
| Wellcom – speech and language toolkit | GL Assessment |
| RWI | Ruth Miskin |
| Freshstart | Ruth Miskin |
| Jigsaw- the Mindful approach to PSHEd | Jan Lever Education |

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 2023 to 2024 academic year.

Challenge 1: Weak language and communication skills.

Children having issues with speech and language is a national problem, not just an issue at HPS. Since covid we have noticed more children attending nursery with language and speech issues, including many children having dummies. This impacts on the parts of the mouth not working as effectively and therefore nursery staff are working with parents to support them in making necessary changes.

Low attainment on entry to the Early Years Foundation Stage in speech, language and communication Baseline data showed that 40% of children were on track when entering reception for communication and language in 2023. Children are targeted from their starting point as a whole class, as well as on an individual basis, according to need.

The final percentage of children achieving GLD in Communication and Language was 74%, which represents an increase of 34%. This indicates that strategies were effective, and is almost comparable to the national average which was 79.3% for the academic year 2023/24. This demonstrates that further work needs to be done in this area.

Future steps: Target to be retained as current EYFS 24/25 cohort indicates only 47% are where they should be in terms of Communication and Language. 53% are either below or well below the expected standard for on entry profile. We are continuing with Wellcom and identifying the gaps early so that staff can work to intervene, target teach and support children to fill these gaps.

Challenge 2: Low attainment in reading

Our assessments have shown that RWI has had a positive impact on outcomes for PP children. At the end of KS1 in 2024, 100% of PP children without SEND secured a pass in the phonic screening. These children had the appropriate skills in phonics, including grapheme recognition, blending and segmenting.

Future steps: Continue to review RWI groups at 6 weekly intervals as a minimum, so that children are being targeted according to their needs. Interventions are put in place to provide a quick, targeted response to children's needs at other times of the day, outside of the RWI session. These short, snappy interventions ensure that children keep up rather than having to catch up.

Challenge 3: Low attainment in reading, writing and maths.

This continues to be a focus. Work in RWI, and Vipers in KS2 guided reading sessions focus specifically on vocabulary. Pupil progress meetings and comparing internal data shows where PP children are making more and less progress across the school so that targeted interventions can be put in place promptly to support them.

Internal data shows that achievement and progress of children in year 1 in July 2024 was higher for PP than non PP children (without SEND) in reading, writing and maths. In year 6, 83% of PP children without SEN achieved ARE in Reading. Progress in reading, writing and maths for PP (non SEN) children in year 6 was higher than for non PP children (non SEN). There are areas where PP children are making good progress and other areas that still need focus.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of PP pupils especially in maths was below our expectations.

Ongoing CPD is being provided for staff to ensure that teaching is meeting the needs of all learners in every lesson, with a keen focus on maths. The effectiveness of our QFT is reviewed regularly as part of the EQ monitoring cycle of work scrutiny, learning walks, pupil voice, lesson observations. Assessment is moderated and interventions are monitored and adapted to ensure that they meet the needs of individual pupils.

Challenge 4: Attendance issues

At the end of the academic year, 2023-24 the attendance of pupil premium children was at 93.4% and for non-pupil premium was 95.5%. We continue to prioritise attendance for all pupils, and continue to work closely with the parents of all pupil premium pupils, speaking regularly to them and arranging support meetings to raise attendance.

Persistent absence among premium children continues to be above that of non-pupil premium children. At the end of the academic year 2023-24, 8.98% of persistently absent children were not pupil premium, and 17.65% of persistently absent children were pupil premium.

All families of pupil premium children who require additional support are identified, discussed regularly and frequently, and plans put in place to assist and improve attendance.

Future steps: We will continue to work closely with PP and PA families, understanding their unique situations and needs, whilst having high expectations regarding attendance.

Challenge 5,6 & 7:

Parental Engagement, Social Emotional issues, and PP children being at more of a disadvantage since lockdown.

Parental engagement has historically been low at HPS and only exacerbated since the covid-19 disruption. The attendance of PP parents at Parent Consultations has improved due to staff being proactive and making contact. 100% of PP parents were contacted by teachers in the parent consultations during 2024.

We are actively increasing opportunities for parents to be engaged with school: We have already offered Phonics workshops for EYFS parents, SEND coffee mornings, Sports day, Drop-in and read sessions, opportunities to come in and learn alongside children, Church services and nativity performances.

Future steps: to increase PTA engagement so that parents organise discos, Christmas market/fair and Summer Fayres, Easter Bonnet/Easter Egg hunts. We will continue to find ways to invite parents into school and help them to feel a part of the school community. We can then also promote more opportunities to increase parental engagement in their child's lifelong learning and focus on helping parents to support their children at home.

Building relationships with our parents and families is important in terms of supporting with SEMH issues, both for adults and children.

Further information (optional)

Additional activity:

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Focusing on embedding more effective practice around feedback during learning walks and informal classroom drop ins. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Improved aspirations - Assemblies with visitors such as people from the world of work. Aspirational ex pupils discussed in or invited in to assemblies and posters on wall.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we have evaluated the impact of previous activity as well as considered what is needed for the current cohorts of children.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will evaluate the PP targets strategy document targets over the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Teachers and TAs know who the disadvantaged children are and prioritise them, for example checking their understanding once a task has been set, giving 'in the moment' verbal feedback during lessons, marking their books first each day.

For disadvantaged children with SEND and/or in lowest 20%, as with all of our other 'lowest 20%' children and SEND children, some specific intervention is provided.