

# Quick start, big finish: pupil success through inclusion and integration

Laura Harman-Box, Talavera Junior School

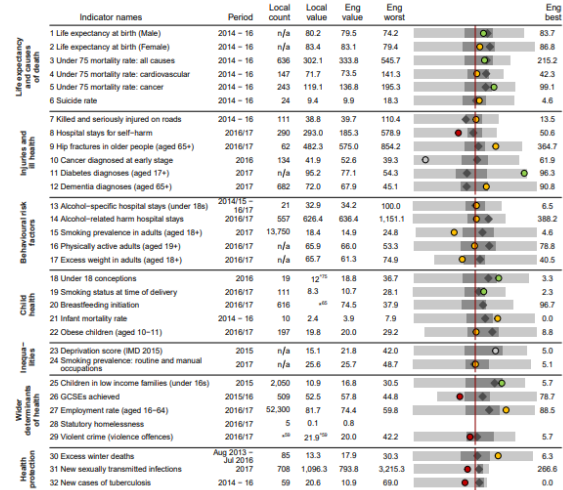
# Context

- ▶ Garrison town with social needs
- ▶ High turbulence - military families and refugees
- ▶ High need - academically, socially/ emotionally

## How Do Soldiers' Deployments Affect Children's Academic Performance and Behavioral Health?

by Amy Richardson, Anita Chandra, Laurie T. Martin, Claude Messan Setodji, Bryan W. Hallmark, Nancy F. Campbell, Stacy Hawkins, Patrick Grady

Related Topics: [Child Health](#), [Military Families](#), [Military Force Deployment](#), [Military Health and Health Care](#)



Full details on each indicator, see the definitions tab of the Health Profile online tool: [www.healthprofiles.info](http://www.healthprofiles.info)


|                            |                |                   |                 |   |
|----------------------------|----------------|-------------------|-----------------|---|
| Black Caribbean            | English        | 13 September 2021 | Year 5 Autumn 1 | Y |
| Iraq                       | Kurdish Sorani | 16 November 2022  | Year 6 Autumn 2 | Y |
| White - British            | English        | 15 September 2020 | Year 4 Autumn 1 | Y |
| White - British            | English        | 2 November 2021   | Year 5 Autumn 1 | Y |
| White - British            | English        | 02 September 2022 | Year 6-Autumn 1 | Y |
| Black Caribbean            | English        | 7 September 2020  | Year 4 Autumn 1 | Y |
| White - British            | English        | 12 October 2021   | Year 5 Autumn 1 | Y |
| White - British            | English        | 7 September 2020  | Year 4 Autumn 1 | Y |
| Any Other Asian Background | Nepali         | 30 September 2022 | Year 6 Autumn 1 | Y |
| Any Other White Background | English        | 14 July 2021      | Year 4 Summer 1 | Y |
| Pakistani                  | English        | 07 September 2020 | Year 4 Autumn 1 | Y |
| White - British            | English        | 27 September 2021 | Year 5 Autumn 1 | Y |
| White - British            | English        | 13 September 2021 | Year 5 Autumn 1 | Y |
| White - British            | English        | 7 September 2020  | Year 4 Autumn 1 | Y |
| White - British            | English        | 13 September 2021 | Year 5 Autumn 1 | Y |
| Any Other Black Background | English        | 7 September 2021  | Year 5 Autumn 1 | Y |
| White - British            | English        | 13 September 2021 | Year 5 Autumn 1 | Y |
| Black Caribbean            | English        | 7 September 2020  | Year 4 Autumn 1 | Y |
| Any Other Asian Background | Nepali         | 10 May 2021       | Year 4 Summer 1 | Y |
| Any Other Asian Background | Nepali         | 2 December 2019   | Year 3 Autumn 1 | Y |

|                 | Autumn term        |                 |                |               | Spring term |          |          |               | Summer term |          |          |            | Current count 16/05/2023 | Turb. % |
|-----------------|--------------------|-----------------|----------------|---------------|-------------|----------|----------|---------------|-------------|----------|----------|------------|--------------------------|---------|
|                 | Count in Sept 2022 | Arrivals        | Leavers        | Turb. %       | Count       | Arrivals | Leavers  | Turb. %       | Count       | Arrivals | Leavers  |            |                          |         |
| <b>Class</b>    |                    |                 |                |               |             |          |          |               |             |          |          |            |                          |         |
| Bengal Tiger    | 27                 | 1               | 1              | 7.41%         | 27          | 3        | 2        | 25.93%        | 28          |          |          | 28         |                          |         |
| Blue Whale      | 27                 | 5               | 2              | 25.93%        | 30          | 2        | 2        | 33.33%        | 28          | 3        | 2        | 29         |                          |         |
| Emperor Penguin | 26                 | 3               | 2              | 19.23%        | 27          | 1        |          | 23.08%        | 28          |          |          | 28         |                          |         |
| Pangolins       | 4                  | 1               | 0              | 25.00%        | 5           |          |          | 25.00%        | 5           |          |          | 5          |                          |         |
| Green Turtle    | 29                 | 1               | 2              | 10.34%        | 28          | 2        |          | 17.24%        | 30          | 1        | 1        | 30         |                          |         |
| <b>Y3</b>       | <b>113</b>         | <b>11</b>       | <b>7</b>       | <b>17.58%</b> | <b>117</b>  | <b>6</b> | <b>4</b> | <b>24.92%</b> | <b>119</b>  | <b>4</b> | <b>3</b> | <b>120</b> |                          |         |
| <b>Class</b>    |                    | <b>Arrivals</b> | <b>Leavers</b> |               |             |          |          |               |             |          |          |            |                          |         |
| Polar Bear      | 29                 | 1               | 1              | 6.90%         | 29          | 3        | 3        | 27.59%        | 29          | 1        |          | 30         |                          |         |
| Axolotls        | 28                 | 3               | 2              | 17.86%        | 29          | 2        | 1        | 28.57%        | 30          |          |          | 30         |                          |         |
| Spider Monkey   | 31                 | 1               | 1              | 3.23%         | 30          | 1        | 2        | 12.90%        | 29          | 1        | 1        | 29         |                          |         |
| <b>Y4</b>       | <b>88</b>          | <b>4</b>        | <b>4</b>       | <b>9.33%</b>  | <b>88</b>   | <b>6</b> | <b>6</b> | <b>23.02%</b> | <b>88</b>   | <b>2</b> | <b>1</b> | <b>89</b>  |                          |         |

# Mid-year entrants - what next?

Date completed: \_\_\_\_\_

## My Passport Session 1



My name is: \_\_\_\_\_  
 I like it when you call me: \_\_\_\_\_  
 My class is: \_\_\_\_\_  
 My age is: \_\_\_\_\_

Draw a picture of your family and label who everyone is.

Let's have a chat! What would you like to know? What are you excited about?

| I'd like to know... | I'm excited for... |
|---------------------|--------------------|
|                     |                    |

Date completed: \_\_\_\_\_

## My Passport

Tick the box on each line to show how you feel about each of the topics.

← 1 2 3 4 5 →

☹ Making new friends ☺

← 1 2 3 4 5 →

☹ Lessons ☺

← 1 2 3 4 5 →

☹ Teachers ☺

← 1 2 3 4 5 →

☹ Getting to school ☺

← 1 2 3 4 5 →

☹ Losing old friends ☺

← 1 2 3 4 5 →

☹ Finding my way around ☺

← 1 2 3 4 5 →


☹ Break time and lunchtime ☺

← 1 2 3 4 5 →

Any other concerns: \_\_\_\_\_

Date completed: \_\_\_\_\_

## My Passport Session 2



My name is: \_\_\_\_\_  
 These things are important to me:

|        |        |        |
|--------|--------|--------|
|        |        |        |
| People | Places | Things |

My favourite subjects

I want my teachers to know

What helps me at school...


Sometimes, I worry about...

MY PASSPORT FOR ACADEMIC YEAR 2021-2022

| Date       | Surname | First Name | Class | Making new friends | Lessons | Teachers | Getting to school | Losing old friends | Finding my way around | Break time and lunchtime | Other concerns |
|------------|---------|------------|-------|--------------------|---------|----------|-------------------|--------------------|-----------------------|--------------------------|----------------|
| 20/09/2022 |         |            | M     | 5                  | 5       | 5        | 5                 | 5                  | 5                     | 5                        |                |
| 21/19/2022 |         |            | GP    | 4                  | 5       | 5        | 3                 | 5                  | 5                     | 5                        | NP             |
| 28/09/2022 |         |            | HHS   | 3                  | 5       | 5        | 4                 | 1                  | 2                     | 5                        |                |
| 30/09/2022 |         |            | M     | 4                  | 5       | 4        | 5                 | 2                  | 4                     | 5                        |                |
| 04/10/2022 |         |            | HHS   | 5                  | 4       | 5        | 2                 | 1                  | 3                     | 4                        |                |
| 27/09/2022 |         |            | IE    | 5                  | 5       | 5        | 5                 | 1                  | 5                     | 5                        |                |
| 13/10/2022 |         |            | SL    | 5                  | 4       | 5        | 4                 | 1                  | 5                     | 4                        |                |
| 27/09/2022 |         |            | AX    | 5                  | 2       | 5        | 4                 | 1                  | 5                     | 5                        |                |
| 28/09/2022 |         |            | AX    | 4                  | 3       | 3        | 5                 | 4                  | 5                     | 5                        |                |
| 14/10/2022 |         |            | BR    | 5                  | 5       | 5        | 4                 | 4                  | 4                     | 5                        |                |
| 27/10/2022 |         |            | LUCC  | 4                  | 5       | 5        | 4                 | 4                  | 4                     | 5                        |                |

Date completed: \_\_\_\_\_

## My Future Session 3



Name: \_\_\_\_\_

When I think about my new school, I'm excited about:

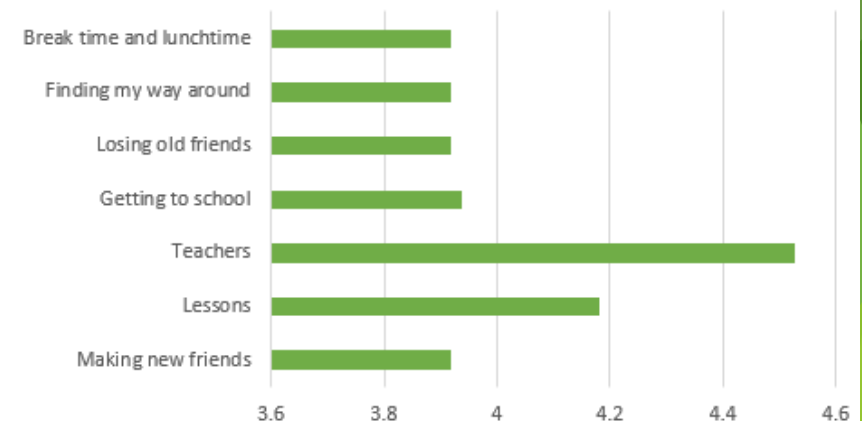
When I think about my new school, I'm a little worried about:

If my new school know only one thing about me, I want it to be this:

When I think about my future, I hope this is in it:

- ▶ My Passport
- ▶ Data analysis and SLT feedback
- ▶ PSHE curriculum
- ▶ Talavera Ambassadors

Week 2 average responses Spring 2023



# Mid-year entrants - what next?

1. I have enjoyed coming to TALA sessions.

0 = I don't like it      5 = it's brilliant

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

2. This is how I felt **before** coming to TALA sessions.

|         |         |         |         |
|---------|---------|---------|---------|
|         |         |         |         |
| sad     | alright | happy   | angry   |
|         |         |         |         |
| annoyed | upset   | worried | relaxed |

3. This is how I felt **after** I had finished all of my TALA sessions.

|         |         |         |         |
|---------|---------|---------|---------|
|         |         |         |         |
| sad     | alright | happy   | angry   |
|         |         |         |         |
| annoyed | upset   | worried | relaxed |

## ▶ ELSA and TALA - complete and analyse

| Salford reading tests |             |         |            |       |             | Parallel Spelling tests |       |          |        |       |          | Speech Link assessments |                                 |        |     |                      |
|-----------------------|-------------|---------|------------|-------|-------------|-------------------------|-------|----------|--------|-------|----------|-------------------------|---------------------------------|--------|-----|----------------------|
| Autumn 1              |             |         | Spring 1   |       |             | Autumn                  |       |          | Spring |       |          | Progress                | Autumn                          | Summer |     |                      |
| Salford A SS          | Salford CSS | Chron A | Salford Ac | SS    | Salford Com | Parallel                | SS    | Parallel | SS     |       | Language |                         | Language                        |        |     |                      |
| 8.05                  | 87          | 9.08    | 98         | 9.08  | 92          | 9.11                    | 97    | 8.01     | 86     | 8.02  | 85       | 1M                      | 78 P7 intervention recommended  |        |     |                      |
| 10.05                 | 127         | 10.1    | 123        | 10.11 | 130+        | 10.04                   | 110   | 8.01     | 92     | 8.02  | 91       | 1M                      | 84 P14 Intervention recommended |        |     |                      |
| 9.07                  | 106         | 10.04   | 113        | 9.11  | 99          | 9.04                    | 98    | 7.09     | 89     | 8.06  | 92       | 9M                      | 90 P25                          |        |     |                      |
| 11                    | 111         | 12      | 130        | 11.01 | 130+        | 10.1                    | 119   | 7.09     | 90     | 7.08  | 86       | 2M                      |                                 |        |     |                      |
| 9.01                  | 92          | 9.08    | 99         | 10.11 | 130+        | 10.04                   | 101   | 9.06     | 99     | 9.01  | 93       | -6                      | 93 no intervention              |        |     |                      |
| 10.11                 | 130         | 11.1    | 130        | 11.01 | 130+        | 10.1                    | 117   | 10.08    | 112    | 11    | 111      | 4M                      | 85 P17 monitor in class         |        |     |                      |
| 10.11                 | 130+        | 11.06   | 130        | 11.03 | 130         | 12.04                   | 130+  | 9.08     | 103    | 9.06  | 99       | -2                      |                                 |        |     |                      |
| 9.01                  | 90          | 9.08    | 97         | 10.8  | 106         | 10.07                   | 103   | 8.02     | 87     | 8.06  | 88       | -4                      |                                 |        |     |                      |
| 8.05                  | 90          | 9.01    | 97         | 9.08  | 98          | 10.04                   | 107   | 8.02     | 91     | 8.07  | 93       | 5M                      | 93 P 32                         |        |     |                      |
| 11                    | 130+        | 11.1    | 130+       |       |             |                         |       | 11.04    | 117    |       |          |                         | 119 no intervention             |        |     |                      |
|                       |             |         |            | 11.02 | 130+        |                         | 11.02 |          | 124    |       | 10.03    | 107                     |                                 |        |     |                      |
|                       |             |         |            | 11.02 | 130+        | 12                      | 130+  | 11.03+   | 130+   | 12.04 | 130+     | 13.04                   | 127                             | 10.08  | 107 | 88 - no intervention |
|                       |             |         |            |       |             |                         |       |          |        |       |          |                         |                                 |        |     |                      |
| 11                    | 130         | 11.06   | 127        | 11.03 | 130+        |                         | 12    | 130+     | 10.1   | 105   | 12.02    | 117                     | 24M                             |        |     |                      |
| 11.02                 | 130+        | 12      | 130+       | 11.03 | 130+        |                         |       |          | 11.02  | 117   | 11.08    | 118                     | -6                              |        |     |                      |
| 10.06                 | 126         | 10.1    | 121        | 10.09 | 113         | 9.04                    | 98    | 10.01    | 107    | 9.03  | 98       |                         | 84 P15 intervention needed      |        |     |                      |
|                       |             |         |            | 11    | 130+        | 10.04                   | 109   |          |        | 9.03  | 99       |                         |                                 |        |     |                      |

|       | 8.45-9  | 9-9.30            | 9.30-10.30        | 10.30-10.45 | 10.45-12.15    | 12.15-1.15 | 1.15-2.30   | 2-2.45 |
|-------|---|-------------------|-------------------|-------------|----------------|------------|---|--------|
| Men   | EHet Rapid Readers M and K<br>Maths SNZP H and I                | HK to be assigned | HK to be assigned | B           | HK in EP Maths | L          | LMCH PPA cover<br>EHet sentence group 1/ 2/ 3<br>111 SNZP D and M/ Language Link D<br>111 SNZP D and M/ Language Link D<br>HK spelling group 1<br>HK handwriting group 1<br>Use any spare time for immediate intervention |        |
| Two   | EWV<br>EHet Rapid Readers H and I<br>Maths SNZP K and J         | HK to be assigned | HK to be assigned | R           | HK in EP Maths | U          | LMCH immediate intervention<br>111 Language Link D<br>111 Spelling group 2<br>111 Handwriting group 2<br>Use any spare time for immediate intervention  |        |
| Three | EWV<br>EHet Rapid Readers H and K<br>EHet Rapid Readers K and I | HK to be assigned | HK to be assigned | E           | HK in EP Maths | N          | LMCH PPA cover<br>111 SNZP D and M<br>111 D and L OT<br>111 SNZP D and M<br>Use any spare time for immediate intervention - prioritise mental arithmetic  |        |
| Four  | EWV<br>EHet Rapid Readers H and I<br>Maths SNZP K and J         | HK to be assigned | HK to be assigned | A           | HK in EP Maths | C          | LMCH cover PH<br>EHet Immediate Intervention<br>EHet Immediate Intervention<br>EHet Times table group   |        |
| Five  | EWV<br>EHet Rapid Readers H and K<br>Maths SNZP H and I         | HK to be assigned | HK to be assigned | K           | HK in EP Maths | H          | LMCH immediate intervention<br>LMCH SNZP K and J<br>EHet SNZP H and I<br>EHet Language Link Psc 12, 21, 31<br>111 SNZP D and M<br>111 handwriting group 1/2<br>Use any spare time for immediate intervention              |        |

- ▶ Summative assessment - SEND pupils, Bell Foundation or particular concerns
- ▶ Tracking: class-based and IEPs
- ▶ Timetabled adult use



# Military entrants - what next?

## “Sorry doesn’t do anything”: The Opinions of Military Children on Support Offered by a School

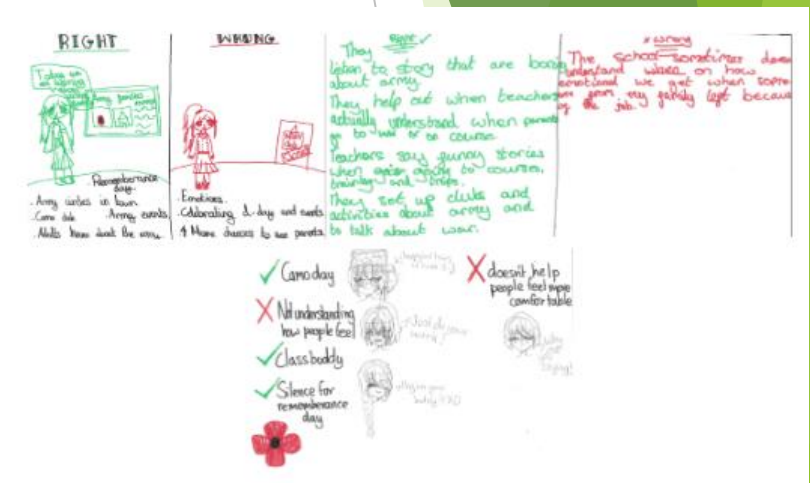
indeed, the children draw this distinction between themselves and others, referring to the difference between “army kids” and “children children”. At these children’s school, military children make up approximately 70% of the population, a number which changes weekly due to the number of deployments which can happen at any one time. Despite being part of the majority, the children othered themselves repeatedly, focusing on what made them different from their peers.

Abby: “It makes me feel isolated, left out, like they don’t know why I’m not normal”

Three of the children chose to create a piece of drama depicting the return of a parent after this conversation. In the scenario, a father had chosen not to tell his children that he was coming back but to surprise them as they played. When the father revealed himself, one child was immediately ecstatic to see him and jumped on him crying, “Daddy! Daddy!” However, the second child only hugged the father once they had hesitated and said, “Um.” In discussion with the children, they stated that this was intentional, that it was often

In fact, the very turbulence which seems to make, to use their terms, relationships between army children and *children* children so difficult has little impact on the friendships formed with other military children. This could be due to the understanding that the children have with one another that a relationship can proceed long-distance.

Gita: “You have it in your head that you won’t be there long, you won’t be friends for long but, it’s kind of okay.”

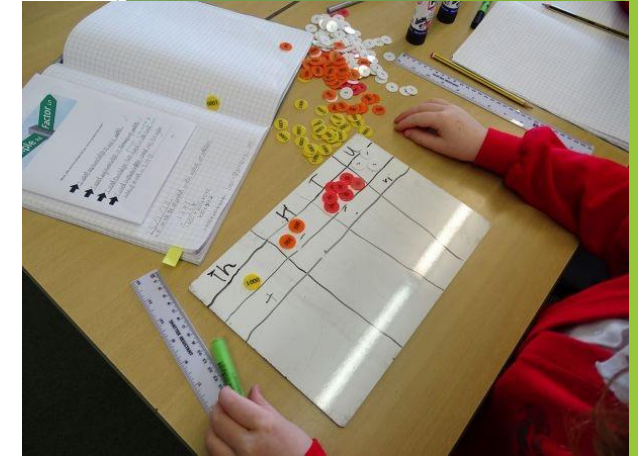


- ▶ Understanding your community
- ▶ Listening to the experts
- ▶ Can they articulate what you need them to?



# More important than assessment?

- ▶ New students embracing our learning culture - every learning minute counts
- ▶ Smooth transition support is used to integrate into the classroom



## Phase 3 (6 weeks): Little WANDLE intervention (teach and apply sequences)

| Get Set For Fun (15 minutes teach, 15 minutes apply)   | Backlog (15 minutes teach, 15 minutes apply)  | The Power Cat (15 minutes teach, 15 minutes apply)  | Jack and Jill (15 minutes teach, 15 minutes apply)  | Down to Up (15 minutes teach, 15 minutes apply)   | In the Dark Woods (15 minutes teach, 15 minutes apply)   |
|--|---|---|---|---|--|
| <b>Session 1:</b> revise phonemes <i>ow, oo, ear, ee, or, oo</i>   | <b>Session 1:</b> revise phonemes <i>ee, igh, oo, oo, or, oo, ee, or, oo, or, oo</i>                | <b>Session 1:</b> revise phonemes <i>ai, ee, igh, ear, oo, ur, oo, oo, or, oo, oo</i>                                       | <b>Session 1:</b> revise phonemes <i>ai, ee, igh, ear, oo, ur, oo, oo, or, oo, oo</i>                                       | <b>Session 1:</b> revise all phase 3 phonemes ( <i>ee, ow, or, oo, oo, air, ear, ai, ur, igh, ar, oi</i> in text).      | <b>Session 1:</b> revise all phase 3 phonemes ( <i>ee, igh, oo, oo, oo, ar, ur, oo, ai, ear, air, er, or</i> in text).               |
| <b>Session 2:</b> Tricky words and specific vocabulary for the text: <i>go, the, by, put, earwig, moss</i> | <b>Session 2:</b> Tricky words and specific vocabulary for the text: <i>are, you, full, of, and</i> | <b>Session 2:</b> Tricky words and specific vocabulary for the text: <i>I, to, we, my, yam, howl, power, puffers, torch</i> | <b>Session 2:</b> Tricky words and specific vocabulary for the text: <i>feels, Zain, better, turns, hears, hugs, kitten</i> | <b>Session 2:</b> Tricky words and specific vocabulary for the text: <i>they, you, to, two, too, down, loop, better</i> | <b>Session 2:</b> Tricky words and specific vocabulary for the text: <i>the, we, she, soak, marsh, eels, coil, herd, hoof, torch</i> |
| <b>Session 3:</b> Fluency- emphasis on how punctuation helps the reader's pace and expression              | <b>Session 3:</b> Fluency- emphasis on expression   | <b>Session 3:</b> Fluency- emphasis on vocabulary and dramatic pauses to build suspense                                     | <b>Session 3:</b> Fluency- emphasis on prediction (using the blurb to guess the plot of the story) and expression           | <b>Session 3:</b> Fluency- focus on emphasis and reading with enthusiasm (taking note of punctuation used)              | <b>Session 3:</b> Fluency- focus on volume to build atmosphere when reading (use of whispering to engage the reader)                 |
| <b>Session 4:</b> Comprehension  | <b>Session 4:</b> Comprehension   | <b>Session 4:</b> Comprehension   | <b>Session 4:</b> Comprehension   | <b>Session 4:</b> Comprehension   | <b>Session 4:</b> Comprehension  |
| <b>Session 5:</b> Inference  | <b>Session 5:</b> Inference and connections   | <b>Session 5:</b> Inference and connections   | <b>Session 5:</b> Inference and visualisation   | <b>Session 5:</b> Inference   | <b>Session 5:</b> Inference  |

**Additional interventions: daily reading**

- ▶ Phonics, for example - going backwards to come forwards
- ▶ Target for all to be in the classroom

- ▶ Supporting pupils to remain in the classroom wherever possible
- ▶ Leadership culture

## Social and emotional learning

Moderate impact for very low cost based on very limited evidence.



+4

|   | English   | Nepali    | Romanian  | Albanian  | Punjabi  |
|---|-----------|-----------|-----------|-----------|----------|
|   | Gladiator | ग्लेडिएटर | Gladiator | Gladiator | ਗਲੇਡੀਏਟਰ |
|  | Chariot   | रथ        | Carul     | Qerre     | ਰਥ       |
|  | Emperor   | सम्राट    | Împărat   | Perandori | ਸਮਰਾਟ    |
|  | Mosaic    | मोजेक     | Mozaic    | Mozaik    | ਮੋਜੇਕ    |

# Formative, integrated assessment

**Genie** Circle the superlatives in this sentence:  
Although Gemma's dad gave her the best hugs of all, her mum's lasted the longest and Grannie's were the ones which she waited for the most.

Alternative sticker

**Genie** Fill in the blank with an appropriate superlative.  
The green monster was the \_\_\_\_\_ of all the toys.



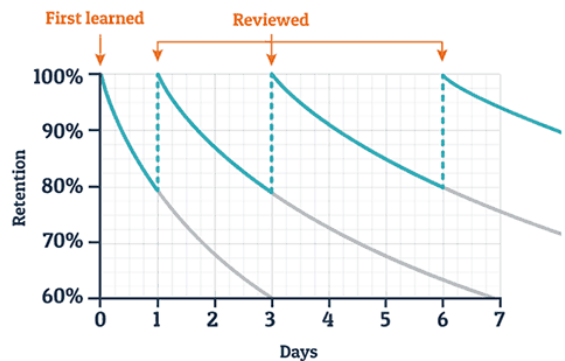
Why do these words use a hyphen?  
co-exist re-tell re-enter re-emerge  
micro-organism co-operate  
Which is the rule breaker?  
Why?



Round these numbers to the nearest 10, 100 and 1000:  
- 84  
- 162  
- 1249  
- 5793

- ▶ Starting stickers - recap and review to respond to the Forgetting Curve
- ▶ Marking stickers - depth of knowledge and skill practice
- ▶ Regular learning review for all, assessment for some
- ▶ Part of every lesson, for every year group - learning culture

Typical Forgetting Curve for Newly Learned Information



Improve this sentence:  
'I am angry.'



Which fact is most likely to change the public's opinion of plastic pollution? Why?



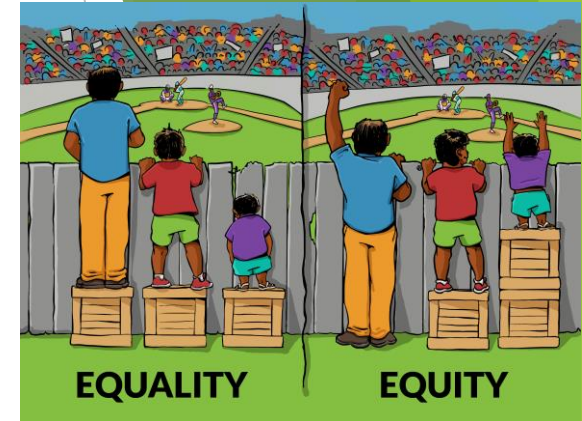
What impression do we get of David Attenborough from his ability to **not repeat** names and pronouns?



If there were 1314 birds in one rainforest and if there were 6 rainforests in the world, how many birds would there be altogether?

# Responding to this in lessons

- ▶ Split inputs - effective adult deployment, not getting stuck with one table, fluid grouping
- ▶ Adaptation, not differentiation - scaffolding so everyone reaches the goal
- ▶ Speed with depth - going backwards to come forwards



## Individualised instruction

Moderate impact for very low cost based on limited evidence.



+4

|                          |                                  |                          |  |
|--------------------------|----------------------------------|--------------------------|--|
| Name: _____              |                                  | Name: _____              |  |
| <u>Character traits:</u> | <u>Evidence:</u>                 | <u>Character traits:</u> | <u>Evidence:</u>   |
| Confident                | Her voice was crisp and precise. | Confident                | Her voice was crisp and precise.                               |
|                          |                                  | Professional             |  |
|                          |                                  | Determined               | She sat with her hands on her armrests and her legs crossed... |

**Circle the calculation with the largest difference.**

**4.8 - 4.3      3.2 - 2.6**

---

Alternative task

**Circle the calculation with the largest difference.**

**4.8 - 4.3      3.8 - 3.2**



# Responding after lessons

- ▶ Immediate intervention instead of worksheet-based sessions - upskilling of all staff, given to all (no shame)
- ▶ Responding within the same day - learning culture

## Feedback

Very high impact for very low cost based on extensive evidence.



+6

## Homework

High impact for very low cost based on very limited evidence.



+5



## Immediate Intervention

Staff Initial:

- ▶ Adult use - what if you don't have them? Live marking, no mark days, clear marking policy, regular staff feedback sessions
- ▶ Tailored homework - effective use of time, parental engagement

# Outcomes

% of Talavera Junior Year 6 children meeting the expected standard in the 2021-22 tests

| At expected | Cohort | Hampshire | National |
|-------------|--------|-----------|----------|
| Reading     | 85%    | 76%       | 74%      |
| Writing     | 92%    | 71%       | 69%      |
| SPaG        | 88%    | 72%       | 72%      |
| Maths       | 85%    | 72%       | 71%      |
|             |        |           |          |
| RWM         | 78%    | 60%       | 59%      |

## Service Premium

| At expected | Cohort |
|-------------|--------|
| Reading     | 84%    |
| Writing     | 94%    |
| SPaG        | 90%    |
| Maths       | 84%    |
|             |        |
| RWM         | 81%    |

Any questions?

Additional resources:

**Service Children's Progression**



The Bell   
Foundation



**Office for Health  
Improvement  
& Disparities**

**Fingertips | Public health data**

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**Public health profiles**