



Hampshire
County Council

Improvement and
Advisory Service

Disadvantaged – Best Practice

Summer 2025

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Theme: Attendance

Case Study 1	
Theme	Attendance
What have you done? (Description of the approach and what you could share)	Assigned a member of SLT as attendance champion
Summarise the impact of the activity on disadvantaged pupils	Improved attendance + punctuality
What evidence have you used to evaluate impact?	Attendance data Daily records More settled pupils + improved outcomes
What were the core ingredients that enabled you to implement the strategy successfully?	Engaging with Fischers family Trust + DFE attendance tracking data Letters and meeting with parents to ascertain barriers Having time to focus on this - weekly meeting with a team Engagement with families Raising profile across school with staff + pupils
What challenges did you face to successful implementation?	Holidays during term time
If you found ways to overcome these challenges, what did you do?	
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Case Study 2	
Theme	Attendance
What have you done? (Description of the approach and what you could share)	A free breakfast club for those children struggling to attend or struggling to separate from a care giver. Children come to school 10 mins early through a side entrance. Parents come into school and engage in settling activities. The club is led by experienced teaching assistants one of whom is the school's THRIVE practitioner. THRIVE is an intervention to support with children's emotional and mental health. The children are chosen based on need and have complex needs, including but not limited to bereavement of parent or sibling, autistic spectrum condition, domestic violence and substance abuse.
Summarise the impact of the activity on disadvantaged pupils	Improved attendance now at national Less / no struggles to leave care givers in the morning - this might also be due to the time of year No parents in school after registers close unless agreed as part of an intervention plan
What evidence have you used to evaluate impact?	Attendance data Feedback from teachers
What were the core ingredients that enabled you to implement the strategy successfully?	Having the space an extra room and another entrance Staff who have built good relationships with parents and children A THRIVE practitioner on staff but an ELSA could also do this Parents willing to come early
What challenges did you face to successful implementation?	Parental engagement - they have to come early Teacher engagement - giving up teaching assistants first thing in the morning
If you found ways to overcome these challenges, what did you do?	Encouraging parents to see the value of the club alongside implementing the attendance policy Demonstrating to teachers that teaching assistants are dealing with children in a targeted way whilst listening to concerns

Case Study 3	
Theme	Attendance
What have you done? (Description of the approach and what you could share)	PP+ child in Y6 has had decline in attendance year on year, which was ultimately having an impact on their academic progress and attainment. Stage 1 and 2 attendance letters sent to Mum - no improvement. Class teachers made direct contact to invite mum in for a parents evening appointment as she had not signed up and we wanted to share concerns (child in question could achieve GDS at the end of KS2 if they were in school). Mum did not attend autumn parents evening, so class teachers called for a meeting over the phone instead as it was imperative that Mum was updated. Acting Head Teacher (AHT) appealed to Mum directly when attendance began to decline again to meet with her. Mum initially agreed, however cancelled meetings twice in a row with reasons such as not being able to get to school. AHT then offered to meet her at a mutually agreeable place - Mum asked for AHT to come to the family home for a meeting as this would mean that she would not need to seek travel arrangements (she cannot drive). Meeting took place in March 2025. Mum and AHT drew up an attendance contract which both parties signed.
Summarise the impact of the activity on disadvantaged pupils	Attendance end of 2023/2024 was 81.2%. Attendance at time of writing (June 2025) is 89.5% for this academic year. Child is on-track to achieve GDS in reading (mock SATs scaled score was 118), close to GDS in GPAS (mock SATs scaled score was 107), secure ARE in maths (mock SATs scaled score was 103) and secure ARE/cusp GDS in writing. At the end of last academic year, child was not on track to achieve GDS for any subject due to attendance and missing entire learning journeys. Child's last day of absence was 24th February 2025. Prior to that, they had an additional 7 school days off since the return to school after the Christmas break. Attendance meeting with AHT has had significant impact. Slight trend in child being late - Mum is relying on another parent to collect child and drop off to school due to transport. They do not live in catchment and to walk would take around an hour. Child has now established a core friendship group as they have been in school.
What evidence have you used to evaluate impact?	Attendance certificates to track progress Academic progress through testing and teacher assessment

Case Study 3	
Theme	Attendance
What were the core ingredients that enabled you to implement the strategy successfully?	Class teachers, attendance officer and AHT persistently delivering the same messages to Mum, for example - 'It is imperative that ... is in school today. Can we come and collect?' Attendance Officer calling as soon as child was reported absent to see if we could offer support. Building a trusting partnership between school and Mum. Open communication with Mum regarding academic progress (Mum could then see the benefit of attendance).
What challenges did you face to successful implementation?	Initial refusal from Mum Engagement with Mum for progress reviews such as parents evening Breaking down the barrier for child attending school with reasons such as not being able to get the child to school
If you found ways to overcome these challenges, what did you do?	Persistence! And a personal approach from the AHT/class teachers as opposed to a letter sent from our Attendance Officer

Case Study 4	
Theme	Attendance
What have you done? (Description of the approach and what you could share)	Head teacher(HT) and attendance manager (AM) meet weekly to discuss attendance. Office staff call parents of any child absent after close of registers, if a call has not been received on the answerphone. Family support worker becomes involved and if needed visits the home or meets with parents, if difficulties are related to issues with morning routines or home behaviour. Attendance letters are sent home as soon as attendance for individual falls below 95% but HT and AM keep a record of those approaching threshold and depending on reasons for absence contact family to offer support (weekly). Letters also sent home when there is an improvement in attendance. Head teacher meets individually with parents to discuss issues and ways to support. Class teaches are asked to note any patterns and then talk to child (e.g. is it a PPA day or PE etc). Individual reward systems set up for some pupil’s attendance and punctuality are feature of weekly celebration assembly with whole class reward for 100% attendance (10 mins extra play if no lates and 5 if any lates). Breakfast club was offered to child who was struggling to come in.
Summarise the impact of the activity on disadvantaged pupils	Current attendance for school is 95.3%
What evidence have you used to evaluate impact?	Attendance data
What were the core ingredients that enabled you to implement the strategy successfully?	Head teacher’s rigorous approach
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Case Study 4	
Theme	Attendance
What challenges did you face to successful implementation?	Some parents have objected to the frequency of letters
If you found ways to overcome these challenges, what did you do?	Not yet

Case Study 5	
Theme	Attendance
What have you done? (Description of the approach and what you could share)	Focused on attendance of young carers. Small group of children with a high level of persistent absence (over 40%). Weekly young carers club. This is now emailed out weekly on a Monday to tell them what will be happening at the club, to get the children excited about coming. More interesting activities with our Inclusion lead. Drop-in sessions on a variety of different days over the week, which the children can attend to play and chat. At lunchtimes, they are leading a group outside (e.g. drawing club/litter-pick club), helping them feel valued. Attendance lead carries out frequent check-ins and uses stickers. “In all week” dip-and-pick reward box.
Summarise the impact of the activity on disadvantaged pupils	Persistent absentees dropped from 43.75% to 25% over the term Children when conferenced spoke highly about the fun activities that are on offer that they don’t do at home
What evidence have you used to evaluate impact?	Attendance data
What were the core ingredients that enabled you to implement the strategy successfully?	Someone to run the weekly drop ins Asking children what they wanted that they don’t necessarily do at home Not cancelling the weekly club due to staffing
What challenges did you face to successful implementation?	Ensuring it runs weekly Teachers telling the children/ showing the email to them saying they are invited
If you found ways to overcome these challenges, what did you do?	Set reminders, sharing photos on our social media platform, newsletter etc

Case Study 6	
Theme	Attendance
What have you done? (Description of the approach and what you could share)	Attendance team appointed. Regular monitoring and regular contact with persistent absentee families - phone calls with families as a friendly check in, letters home Proactive teacher contact with persistent late families - phone calls with families as a friendly check in, letters home Pastoral staff on gate to meet and greet for key children. Designated adult for morning football game as meet and greet Half termly prizes for 96%+ attendees - these change each half term (Easter eggs, vouchers, family movie night boxes etc) given out in assemblies with a prize wheel Refined office systems Regular newsletter updates
Summarise the impact of the activity on disadvantaged pupils	Improved attendance - increased to 94% from 91% 1 child on reduced timetable has now increased time being spent at school
What evidence have you used to evaluate impact?	Arbor Data CPOMS entries Half termly class data analysis Pupil conferencing
What were the core ingredients that enabled you to implement the strategy successfully?	Regular time to follow up Rigour in class teachers and attendance team Triangulation meetings with attendance, PP and SENCO Budget allowances Regular communication

Case Study 6	
Theme	Attendance
What challenges did you face to successful implementation?	To begin with, parents were not too happy with receiving communication around % of absence, however this has improved as they can see % increasing and the impact it has had on their child's learning (discussed in all Parents' Evening). Staff being disgruntled by having to follow up absences.
If you found ways to overcome these challenges, what did you do?	Open, honest and transparent but with a friendly tone conversations (parents and staff) Highlighting / signposting government documentation to make it clear that it is not 'just us'.

Case Study 7	
Theme	Attendance
What have you done? (Description of the approach and what you could share)	Ongoing monitoring of attendance, at least half-termly Whole staff focus (including admin team, class teachers, senior leaders) Parents invited in to discuss attendance and any barriers to this, when issues arise/ patterns in attendance noticed Attendance given high profile in newsletters Termly certificates awarded in assembly for 100% attendance, prize draw for those with increased attendance
Summarise the impact of the activity on disadvantaged pupils	End of last year: 26% of PP eligible children were persistent absentees Current data: 14% of PP eligible children are persistent absentees
What evidence have you used to evaluate impact?	Attendance data
What were the core ingredients that enabled you to implement the strategy successfully?	Whole school support and buy-in Rigorous data analysis and challenge United response with staff and parents Sustained approach across academic years
What challenges did you face to successful implementation?	Persistent absence amongst PP eligible pupils remains higher than non-PP. 44% of PP eligible pupils also have SEND (34% of which have an EHCP) and many have complex needs, for example resulting in Reduced Hours Provision etc.
If you found ways to overcome these challenges, what did you do?	

Case Study 8	
Theme	Attendance
What have you done? (Description of the approach and what you could share)	We have worked closely with parents to identify what the challenge is with coming into school. This child has a soft start to the day, has regular breaks in their learning, has a range of activities available in the morning to meet their sensory needs and to get them ready to learn. We have worked out that the challenge is to do with the demands of the school day and that a bad day the day before, impacts coming in the next day. We have worked hard to give them an adult/s that they have good relationships with and who can read from them what the child needs. We have regular contact with parents and regular reviews with the child as the need that is most important changes often. We also support with meeting their medical needs so that we can reduce the impact this has on their learning. We also to help set up routines which can be used at home too. We are flexible with uniform as this is a big sensory challenge. We still have high expectations in terms of learning. We help them to feel ready to learn and then we expect them to come in to class and give their best.
Summarise the impact of the activity on disadvantaged pupils	This child's attendance was 77.6% in autumn term and is now 87.7%. The number of lates they have has increased since last year, but their attendance has improved (76% attendance in 2023-2024). This child is happier in school generally and parents are seeing fewer dysregulated moments at home. This child is producing far more work, particularly in English, than they were before.
What evidence have you used to evaluate impact?	Attendance data The child's rating of the day (?/ 10) Reports from parents of meltdowns at home

Case Study 8	
Theme	Attendance
What were the core ingredients that enabled you to implement the strategy successfully?	We haven't given up on working out what the challenges are. This child is very complex as they have a range of medical needs as well as being neurodiverse. We have taken the time to build strong relationships so we can read from them what they need when they can't articulate what they need. We know what this child enjoys and how to help them to be successful. We have worked closely with parents to unpick what support they need both as parents and personally.
What challenges did you face to successful implementation?	Staff perception of what the school day should look like for this child. Working how to make adjustments that enable the child to be ready to learn. The needs that we need to support change a lot, so we make progress in one area and then something else comes along which we need to support them with. This child is extremely complex, so we needed at least one adult who is in this child's corner and is always working to make sure this child has what they need to be successful.
If you found ways to overcome these challenges, what did you do?	We haven't found a solution to this yet, but how do we ready this child for secondary school? They won't be able to emulate the adjustments we make so how do we support this child now without setting them up to fail later?

Case Study 9	
Theme	Attendance
What have you done? (Description of the approach and what you could share)	Engaging with parent - regular meetings and support given by headteacher Sessions with the Emotional Literacy Support Assistant 1:1 LSA daily check ins with child Agreed activities with child set up previous day to relive any anxiety about coming back in to school Engagement with other family members and secondary school that the child's sibling attends
Summarise the impact of the activity on disadvantaged pupils	Child is more confident in school - has become more verbal (didn't speak initially) Will engage with other adults and children around school Attendance has improved - from 72% from 2023 - 2024 to 91% so far for year 2024 - 2025 Assessment results show progress made.- from PKS to WTS across all curriculum areas since support provided and attendance improved
What evidence have you used to evaluate impact?	Attendance figures Teacher and learning support assistant monitoring over time Summative and formative assessments - results shared through pupil progress meetings Pupil and parent feedback
What were the core ingredients that enabled you to implement the strategy successfully?	Engaging parent and siblings to supporting. Ensuring open lines of communication Regular contact with mum through the headteacher

Case Study 9	
Theme	Attendance
What challenges did you face to successful implementation?	Sister's low attendance at motivation for school Return of father after time in prison - anxiety caused by this from mum and child Inconsistency of parent's engagement
If you found ways to overcome these challenges, what did you do?	Persistence Working with secondary school that siblings attend Keeping up regular contact and check-ins with pupil



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Theme: Breaktimes and Lunchtimes

Case Study 10	
Theme	Breaktimes and Lunchtimes
What have you done? (Description of the approach and what you could share)	The leadership team have established a lunch club for vulnerable children (SEND, LAC, PP, mini heroes - service children) who have been identified as finding the lunch hour period too long for them to remain regulated and safe. The lunch club meets at the leadership office at the beginning of lunch, and two members of the team accompany the children to the hall, to eat together (children and adults) at a table with the rest of the school. They wait for everybody to eat lunch and then the adults and children have playtime together in one of the school areas e.g. playground, EYFS area, field, outdoor gym, pond etc. 10 minutes before the end of lunchtime everybody returns to the office for a calm and quiet activity e.g. jigsaws, colouring, playing with school pets and we reflect and celebrate the success of lunch (kindness, teamwork, using regulation strategies). At the end of the hour the children are accompanied back to class where they are welcomed by class teacher and the SLT member shares the successes with them.
Summarise the impact of the activity on disadvantaged pupils	The behaviour incidents for the identified children has reduced dramatically, both during lunchtime and throughout the afternoon Learning behaviours in the afternoon are much improved for the children as they return to class regulated and ready to learn.
What evidence have you used to evaluate impact?	We have reduced behaviour incidents logged in CPOMs (for the individual children and for the lunchtime period). Identified children are accessing their afternoon learning more successfully and consistently as seen through learning walks, teacher feedback.
What were the core ingredients that enabled you to implement the strategy successfully?	Working with teachers, support staff and lunchtime supervisors to identify children who found the lunch hour too long. Reflecting regularly (at least every 6 weeks) on the lunch club and making adaptations when necessary. E.g. for some children it is a short-term club, others have continued to eat with us and then go out to play with school but return to SLT office at the end of the hour to celebrate their successful lunchtime. We adapt the provision e.g. when we first established it the children ate with SLT in the SLT office in order to establish expectations and routine, but then on reflection we wanted them to eat in the hall with the whole school. Visual timetable so all children know which adults will be in lunch club for that day and what the activity/ choice of activity will be. We work with parents and carers to ensure it is a positive experience by asking for feedback, sharing successes and updating them on any changes or adaptations we are making.

Case Study 10	
Theme	Breaktimes and Lunchtimes
What challenges did you face to successful implementation?	The identified children have very specific needs and so can find it challenging being together at times. We found we have to have two members of staff with the small group to ensure it is successful and safe. Trying to plan for staff when people have teaching commitments too.
If you found ways to overcome these challenges, what did you do?	If SLT staff are teaching, they will share the lunch club. Staff eat with children in order to model positive behaviour.

Case Study 11	
Theme	Breaktimes and Lunchtimes
What have you done? (Description of the approach and what you could share)	Identified pupils who are struggling to manage playtimes/lunchtimes Set up a "lunchtime lounge" which is by invite only Member of Senior Leadership Team has attended Development Effective Breaktime & Lunchtime training - now working on an action plan for September INSET training (HIAS) for lunchtime team & support staff - theory about the importance of interactions and teaching of games to play
Summarise the impact of the activity on disadvantaged pupils	Lunchtime Lounge - Has now been running for almost 3 years. - Pupils report that they enjoy having a safe space to go at lunchtime where there is something to do - For identified pupils, number of lunchtime incidents has reduced Early stages of the next stage - staff interaction with pupils - training only happened recently - A book of games has been created for staff to use - impact on pupils not seen yet Impact on staff shown in feedback: - better understanding of why interaction is vital - enthusiasm for playing the games - all stated they could see the benefit
What evidence have you used to evaluate impact?	For Lunchtime Lounge - Pupil Conferencing - Staff Conferencing - Senior Leadership Team Monitoring (half termly) For staff - feedback from the course. Next Year we will use: - Regular monitoring of breaks/lunchtime by project team (Lunchtime lead, Pastoral Lead, SENDCo) - Pupil Conferencing - Staff Conferencing

Case Study 11	
Theme	Breaktimes and Lunchtimes
What were the core ingredients that enabled you to implement the strategy successfully?	Identifying a problem and putting in an action plan Setting short term and long term goals Ensuring that staff (including non-teaching staff) understand the need for change
What challenges did you face to successful implementation?	Not all staff (particularly lunchtime staff) understood the importance of interaction with pupils, too focused on "bad behaviour". Initially, finding an available room for the "lounge" and staffing of this. Foresee resistance when adults are being asked to play the games with the pupils (it was fine with other adults at the training). Foresee difficulties with project team's capacity to keep up with monitoring schedule.
If you found ways to overcome these challenges, what did you do?	Lunchtime Lounge - Sold the benefits to the English lead about dual-purposing the library as lunchtimes - Ensured the right staff (pastoral time who bought into the vision) took ownership of developing the space. - Identified key staff who understood supporting attachment and trauma needs

Case Study 12	
Theme	Breaktimes and Lunchtimes
What have you done? (Description of the approach and what you could share)	Introduced OPAL (Outdoor Play and Learning) to enhance our lunchtime provision. Opened up the whole school site for play purposes - allowing wide opportunities to outdoor play in all weathers. Access to climbing, sand, bikes, scooters, dressing up costumes, small world, messy cafe, mud kitchen, crates, pallets, tyres etc.
Summarise the impact of the activity on disadvantaged pupils	Supports their social & emotional skills - problem-solving, managing sharing, conflicts Encourages creativity - language used in their play has improved Greater sense of independence and resilience - far less friendship problems More aware of risk taking Children come back into the classroom more settled and ready to learn Opportunities to have roles of responsibility - yr2 children take on the role of 'Play Detectives'
What evidence have you used to evaluate impact?	Baseline data was obtained - including attendance & first aid incidents at lunchtimes - to compare against. (We haven't quite got the final data ready yet) Staff surveys Parent surveys - all parents were very positive about the opportunities available and
What were the core ingredients that enabled you to implement the strategy successfully?	Steering group party - including Headteacher, Teacher (Curriculum Leader of Play), Lunchtime supervisor (Lead Playworker), LSA, Parent governor Playworker meetings (previously named Lunchtime supervisors) quick 5minute 'huddle' every week. 1-hour meetings once per half term - to top up on training, create zones/areas etc Steering group meet once per half term, disseminate new information to teaching staff during staff meetings Weekly whole school 'play assemblies': Celebrate good play, inform new initiatives/resources, negotiate any areas Parent 'stay & play' sessions - twice a year parents invited to 'come and play' with the children in the afternoon
What challenges did you face to successful implementation?	Some teaching staff are still reluctant when allowing the children the "Right to Play" and will withdraw play as a punishment.
If you found ways to overcome these challenges, what did you do?	Still on-going... it is getting better.

Case Study 13	
Theme	Breaktimes and Lunchtimes
What have you done? (Description of the approach and what you could share)	Implemented new playtime scheme called OPAL (Outdoor Play and Learning) Staff INSET held for all school staff including lunch / play staff Research base explained to all Introduced to improve teamwork, cooperation, resilience, build social skills and explore new friendships, develop physical skills, inclusive to all children, improve child wellbeing, develop creativity and independence
Summarise the impact of the activity on disadvantaged pupils	Children who found playtimes hard and could not regulate their emotions during unstructured play now have more 'structure' to their play time but are still free to choose what they do and fun is emphasised. 'Footballers' were often getting into arguments leading to behaviour issues / physical arguments but are now redirected to other forms of physical play which encourage cooperation and teamwork (e.g. den building) which has then had a positive impact on the days were the children are allowed to play football (Football Fridays) as there are less arguments and more cooperative team play. Attendance has improved for some children who were not wanting to come to school due to lack of social skills and apparent friendship issues as they have more structured and inclusive playtimes. SEND children/ children with sensory needs have enjoyed different aspects of new play scheme e.g. quiet area with books, blankets, colouring, chalk on playground, sandpit, music / dance stage area. Feel more included and are being incorporated into new social groups with likeminded children.
What evidence have you used to evaluate impact?	Attendance % has improved Less behaviour incidents logged on Arbor / CPOMS / Reflection forms due to issues during playtime or football Fewer number of children attending lunch clubs (which were previously used to direct children who found playtimes hard) Child voice has been recorded via questioning and informal surveys completed within classes which show that children prefer new structure of playtimes Fewer number of injuries as more staff out on playground and actively supporting and guiding play
What were the core ingredients that enabled you to implement the strategy successfully?	All staff on board - research explained to all Positive approach - reminding all staff that we understand it is a big change but needs to be tackled with positive mindset Introduced play leaders which help lunch time supervisors to prepare playground and set out / pack away equipment Reaching out to local companies / parents etc to donate equipment (mid kitchen, sand, skateboards, old pallets, tarpaulin etc...) Having staff based at each station and sectioning playground to make use of all areas

Case Study 13	
Theme	Breaktimes and Lunchtimes
What challenges did you face to successful implementation?	Neighbour's initial complaints around noise as children now allowed (and supervised) to play in bushes and make dens etc.. which is closer near school fence boundary than where children previously played Initial staff apprehension that there would be more injuries and it would take a lot of time to pack away Some apprehension from cleaners that they would be clearing mud and mess from school more
If you found ways to overcome these challenges, what did you do?	Local authority came to check area and were happy children were playing sensibly and under supervision within school boundary Open discussion with staff to tackle apprehension and explain process Children bring change of shoes in during winter to reduce mud / mess inside school



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Theme: Regulating Emotions and Behaviour

Case Study 14	
Theme	Regulating Emotions and Behaviour
What have you done? (Description of the approach and what you could share)	We have a particularly challenging cohort of Year 2 pupils who demonstrate low level and challenging behaviour. Last year, a number of these pupils spent a significant amount of time in the head teacher's office for internal suspensions. Our aim this year was to use research to reduce the incidents of challenging behaviour, reduce the number of internal suspensions, increase child engagement and improve self-regulation techniques. We used the EMR method (Establish, Maintain, Restore) to help combat this. Here is the link to the article: https://www.edpsyched.co.uk/blog/EMR-model-building-relationships This method focuses on school staff establishing positive relationships with pupils built on mutual respect. School staff then had to maintain these relationships and restore them using restorative conversations following a behavioural incident. What was vital was that school staff gave each pupil the opportunity to 'make it right'. This could be an apology, showing kind behaviour or drawing a picture. Additionally, it was vital that each child was given a fresh start following this restorative process.
Summarise the impact of the activity on disadvantaged pupils	Many of the children in the Year 2 cohort were also disadvantaged. Five of them were pupil premium, one of them was in kinship care and two of them were post looked after pupils. Two of these pupils were also on the SEN register (special educational needs). At this point in the year: • Behaviour incidents had reduced significantly • Zero pupils had received internal suspensions • Parental engagement increased • Pupil conferencing showed that pupils now felt happier and safer in school • One child who had the highest rate of internal suspensions last year rated school 2/10 in September and then rated school 9/10 in June • This child's attendance has increased from 93% last year to 98% this year • School staff also answered in a staff survey that they felt happier in school and more able to manage behavioural incidents in the classroom without the need for the senior leadership team to intervene

Case Study 14	
Theme	Regulating Emotions and Behaviour
What evidence have you used to evaluate impact?	Pupil conferencing Staff survey Attendance data CPOMs data Internal suspensions data Parent voice
What were the core ingredients that enabled you to implement the strategy successfully?	Offering training to the Year 2 staff in the EMR method (Establish, Maintain, Restore) which was revisited throughout the year Offering the staff to come and see best practice during learning walks Timetabling time for staff to build positive relationships with pupils Regular communication with parents - especially sharing the positives to change the parents' perception of school Using PACE language during behavioural incidents Regular teaching of self-regulation techniques Co-regulating with pupils who need it Offering ELSA support to key pupils
What challenges did you face to successful implementation?	Initially, some staff were hesitant that it would work, especially due to timetable challenges Parental relationships with the school were not great at the start of the year Teaching the children how to have a restorative conversation Teaching the children how to 'make it right' and this does not have to be saying sorry! We taught them that actions sometimes speak louder than words so showing they had learnt from the incident by changing their behaviour Teaching children how to self-regulate and manage their emotions
If you found ways to overcome these challenges, what did you do?	Perseverance is key! We explained to staff that they would not see the impact straight away. It was a lot of effort initially but now we are seeing the impact. Timetabling time for staff to build relationships with pupils. Being consistent! All staff need to be on board for it to work. This includes the senior leadership team and the ELSA. Giving staff a safe space to debrief and discuss the positives but also the challenges.

Case Study 15	
Theme	Regulating Emotions and Behaviour
What have you done? (Description of the approach and what you could share)	Introduction of Thrive Approach across the whole school - training of two Thrive practitioners Whole school training on ACES from EP service Whole school training on Trauma and early learning experiences Embedding of emotion coaching approaches, PACE model and restorative approaches to behaviour management Focus on development of relationships and relational approach Appointment of family support worker Creation of uniform swap shop with free uniform, hygiene products etc allowing children to be ready to come to school and feel like they belong Shared breakfasts and provision of snacks for PP children - again readiness for learning and opportunities to 'chat' and build relationships Focus on building opportunities to be part of the wider life of the school - extra curricular clubs run by teachers every day after school e.g. Lego, rounders, board games Paid places on residentials and other school trips
Summarise the impact of the activity on disadvantaged pupils	Decrease in persistent absentees Decrease in overall absence figures - improved school attendance Decrease in behaviour incidents, Restrictive Physical Intervention (RPI) and Suspension Figures: 0 Fixed Term Exclusions and 1 RPI across this academic year previous years much higher 45% of children in receipt of Pupil Premium now accessing extracurricular activities (percentage has increased but is still not as high as we would like) OFSTED report in March - No areas for development for behaviour "Throughout the school, pupils behave well. In lessons, pupils are keen to learn. They know that staff want the very best for them, and this gives them the trust and confidence that they need to try hard."

Case Study 15	
Theme	Regulating Emotions and Behaviour
What evidence have you used to evaluate impact?	Pupil attendance data Pupil's progress against Thrive action plans - age related developmental goals Pupils progress against individual targets on intervention overviews Behaviour records - incident reports, restrictive physical intervention
What were the core ingredients that enabled you to implement the strategy successfully?	Additional specialist training from EP service and Thrive Introduction of Thrive Practitioner roles Introduction of School Family Support Worker
What challenges did you face to successful implementation?	Still finding it hard to engage some harder to reach families - some still don't attend clubs etc, possible barriers of having to pick up other children, some parents have begun to share that they are school and professional phobic due to previous traumas. These relationships will take longer to build Increasing poverty and the number of families experiencing trauma is every increasing Increasing 'double band' wearers who also have complex SEND / EBSA
If you found ways to overcome these challenges, what did you do?	Non-threatening relationship building Open events with no cost implications Using first names and knowing families well Open and transparent communication

Case Study 16	
Theme	Regulating Emotions and Behaviour
What have you done? (Description of the approach and what you could share)	Set up and timetabled a range of targeted interventions to support individuals who have particular struggles with regulating their emotions and behaviour. This process begins with the class teacher completing a referral form with any relevant information to help us as a leadership team allocate an appropriate intervention. These are then reviewed half termly.
Summarise the impact of the activity on disadvantaged pupils	We have seen a noticeable increase in attendance, engagement in lessons, less children are out of class unregulated and staff who are more aware of strategies to support these individuals due to regular communication with intervention leaders.
What evidence have you used to evaluate impact?	Attendance data, reduction in CPOMs incident records, book monitoring and progress/attainment data.
What were the core ingredients that enabled you to implement the strategy successfully?	Staff buy-in, staff CPD, parental engagement, halftime review meetings, regular communication between teachers and intervention leaders.
What challenges did you face to successful implementation?	Teachers having a secure understanding of the purpose of and differences between each intervention and matching the perceived needs / behaviours displayed to an appropriate intervention - this initially made allocating the right intervention for the child difficult, but this has improved over time as staff have become more familiar with the process. We also had challenges with certain parents in helping them to understand what an intervention was and why we felt it was relevant for their child.
If you found ways to overcome these challenges, what did you do?	Regular feedback with staff about the purpose and characteristics of each intervention in order to increase staff confidence around completing the referral form as accurately as possible. Building relationships and regular communication with parents, sharing research and intended outcomes to justify the reasons for the referral.

Case Study 17	
Theme	Regulating Emotions and Behaviour
What have you done? (Description of the approach and what you could share)	Consulted Primary Behaviour Service (PBS). Developed an action plan with targets, regularly met to discuss progress and update targets. Ensured staff working with pupil had relevant training (understanding adverse childhood experiences, trauma-based support, mind your language). Staff directly working with pupil did visits to The Hive at PBS and PBS staff came into school and modelled support with child. Completed a Thrive assessment and protected time during the school day for this support to be put in place. Regularly met with year group team to ensure language used and expectations were the same. Targets were used to plan ELSA (emotional literacy support), these were agreed with pupil and discussed during PEP meetings. Sessions with our canine assisted learning support were arranged (school dog and emotional support). Accessed nurture group support during lunch time for the first term with the aim to improve peer relationships and teach explicit social skills. Key adult in class to support social and emotional needs and co-regulate with a view to teach self regulation strategies. Tasks adaptations and visuals to support learning and behavior in class. Focus on positive praise, feeding this back to parents and carers on a daily / weekly basis. Showing a team approach, all professionals have open and honest conversations with child and time has been arranged for social worker, mum and family support worker to come into school. Applied for an EHCP, to secure support into secondary school.
Summarise the impact of the activity on disadvantaged pupils	Reduction in behaviour logs and time out of class. SLT are no longer called to support with disruptive or dangerous behaviours Successful play times which have improved engagement in lessons as child returns to class happy and calm. Child has made accelerate progress in core subjects. When they started, they were working towards in all areas and after recent assessments they are at age related expectations for reading, writing and greater depth in Maths. Pupil has established good relationships with staff and peers.

Case Study 17	
Theme	Regulating Emotions and Behaviour
What evidence have you used to evaluate impact?	NFER test data and teacher assessment CPOMS logs and behaviour logs Team meetings to discuss behaviour and progress
What were the core ingredients that enabled you to implement the strategy successfully?	Communication between adults Staff training and building on staff confidence in understanding the impact of trauma and giving them tool/strategies to support the pupil Debriefing with team after difficult days/situations
What challenges did you face to successful implementation?	Staff illness, a key member of staff was off for a long period of time Consistency of boundaries and expectations Lack of understanding of trauma informed approaches
If you found ways to overcome these challenges, what did you do?	Ensured a team of staff were able to support rather than just one person. Encouraging year group teams rather than class learning support assistants which meant anyone could step in. Training was key, all staff had same training which meant they were confident and skilled in supporting and understanding the needs of the child. They have used this training to support others in the school and regularly share tips and ideas in staff meetings. Building a relationship with a number of key staff rather than just one. As we work in year group teams, if one member of staff is overwhelmed, they can step away for a break and someone else can step into support . Regular training and reviewing opportunities.

Case Study 18	
Theme	Regulating Emotions and Behaviour
What have you done? (Description of the approach and what you could share)	Dedicated inclusion team: Thrive practitioner; Emotional literacy support/Inclusion Officer; SENCo/Designated teacher/mental health lead; attendance officer; family and child support worker/Therapeutic active listening assistant. Weekly triage meetings of the Inclusion team: deciding on actions and support to be offered. These are often bespoke e.g. soft starts with specific activities but can be following a specific intervention programme e.g. Zones of Regulation. Whole school training with Hampshire and Isle of Wight Educational psychology on trauma and attachment needs in education for all school staff. Support from Primary Behaviour Service, including a whole school observation from 3 PBS staff, training for key adults. This led to a whole staff understanding that 'holding the boundaries' ensured that all children feel safe. Use of CPOMS to record significant behaviour issues, ensuring DSLs and Inclusion Team are aware of all issues across the school.
Summarise the impact of the activity on disadvantaged pupils	Reduction in behaviours that would previously have resulted in exclusions Reduction in physical interventions Last academic year there were 12 suspensions for 4 children, this year there have been 3 suspensions for 3 children All children learning in class for core lessons (previously we had two children who were not regulated and unable to be in class with their peers) All children who need support for regulating emotions and behaviour are offered support which is reviewed regularly. The impact of intervention is reviewed on the school's tracking system (Insight)
What evidence have you used to evaluate impact?	Data on exclusions Data from Inclusion team records CPOMS records Reports from outside agencies

Case Study 18	
Theme	Regulating Emotions and Behaviour
What were the core ingredients that enabled you to implement the strategy successfully?	Dedicated weekly meetings Staff training Support from outside agencies Record keeping
What challenges did you face to successful implementation?	Time
If you found ways to overcome these challenges, what did you do?	Ensure meeting time is protected

Case Study 19	
Theme	Regulating Emotions and Behaviour
What have you done? (Description of the approach and what you could share)	Our SEMH Lead (Social Emotional and Mental Health Lead) was relocated in the school to a more accessible location and close to the school office, and a Nook created. The Nook is a multipurpose room which has been set up as a sensory space but also has capacity to be used for interventions or simply a safe place to work. The SEMH Lead's office adjoins this space.
Summarise the impact of the activity on disadvantaged pupils	Children have used this space in a range of ways. Three examples shared. Example 1 A year 6 pupil who would have a very dysregulated morning with her mother 'battling' to get her to school. She would make it in the front door of the school, usually late, and stand on the door mat for up to 1.5 hours before she was ready to progress further into school. She will now go straight into the Nook and self select a calming activity to complete. The SEMH Lead will collect her lunch order (something else that would often cause her anxiety) and use this as a starting point to interact with her. She will often only need to use this space for 10 to 15 minutes when she is having a challenging morning. Many mornings she will go straight to the classroom. Example 2 A year 5 pupil who has high levels of anxiety. Would come to the Nook, often between lessons, to seek out the SEMH Lead. He would complete a calming activity and share the 'level' of his emotions with a number line (1-10 with 1 being the least anxious and 10 the most). Progressed to using this number line at his desk to indicate to class staff if his anxiety levels are increasing. Has not needed to use the Nook since February Half Term. Example 3 Year 5 pupil with complex needs e.g. Tourette's, ASD, trauma. Would often leave the school site and go into the road. SEMH Lead engaged him in designing the Nook to support him in feeling that it fulfilled his need. Where he would previously spend the majority of the day evading being in class and moving around the school, or leaving the site, he will now bring his work down to the Nook and complete it in there. This has also then led to him spending increasing amounts of the day in class.

Case Study 19	
Theme	Regulating Emotions and Behaviour
What evidence have you used to evaluate impact?	Class teacher anecdotal information of levels of engagement and regulation shared in pupil progress conversations. Pupil conferencing from those who are using the Nook. Records of incidents on CPOMS (platform for recording incidents including those of a safeguarding nature) of disengagement / unsafe behaviours.
What were the core ingredients that enabled you to implement the strategy successfully?	Increased staff understanding of the importance of addressing the emotional needs of children with complex needs / trauma. Increased staff subject knowledge making use of the ATAS materials (Attachment, Trauma Awareness School) from Virtual Schools, as well as the Transforming SEND information from HIAS.
What challenges did you face to successful implementation?	Those children who need the space not wanting to engage with it. Staff view that children who are disrupting the learning of others are being 'rewarded'. Budgeting issues making it challenging to appropriately resource the Nook.
If you found ways to overcome these challenges, what did you do?	Involving the children in designing the space and making decisions about the resources available. Making the space flexible on use so that each child can move things around or get things out to best support them. ATAS and Transforming SEND training. A parent of one of the children referenced above worked with our SEMH Lead to secure sponsorship from a charity.

Case Study 20	
Theme	Regulating Emotions and Behaviour
What have you done? (Description of the approach and what you could share)	Used learning walks to identify barriers to learning Consulted with Primary Behaviour Support Service for individuals but also cohort referral Individual response strategies for key children created Year group came off curriculum for a period of 1 week, then drip fed in the afternoons, to focus on emotional regulation focusing particularly on what we noticed the children needed from learning walks and through consults with Primary Behaviour Service. Shared approach with parents Thrive practitioner deployed for small group where the need was greatest
Summarise the impact of the activity on disadvantaged pupils	Children in the cohort are more engaged in learning across the curriculum. Children are calmer, settled evidenced by learning walks and number of reported incidents More children are now on track to achieve age related. Opportunity to target key children's taking place to plug gaps. Some key individuals showing greater success in accessing classroom learning without high level of dysregulation
What evidence have you used to evaluate impact?	Learning walks evidence that children positive engage in learning. Less reported incidents on CPOMs (including break/lunch) More children on track to achieve ARE Significant reduction in senior leadership time in supporting regulation
What were the core ingredients that enabled you to implement the strategy successfully?	Communication at all levels Open and transparent dialogue about what the barriers were Access to supporting services to implement an approach that supported the needs of individuals and a cohort Reset/ activating this learning regularly with children

Case Study 20	
Theme	Regulating Emotions and Behaviour
What challenges did you face to successful implementation?	Parents who felt this was not needed for their child Some staff reluctance around identified approach
If you found ways to overcome these challenges, what did you do?	1:1 conversations with parents about rationalising the approach. CPD provided for staff through Educational psychologist and Primary Behaviour Support and thorough conversations as and when needed Ensuring Senior Leadership all having the same point of view

Case Study 21	
Theme	Regulating Emotions and Behaviour
What have you done? (Description of the approach and what you could share)	Soft start to the day and afternoon Prep4Best to support when dysregulated during break/lunch times and when change of routines or staff Prep4Best plans shared with children All staff aware of Prep4Best plans
Summarise the impact of the activity on disadvantaged pupils	Children are more settled and ready to go into class for learning. Children are able to regulate more quickly. Number of behaviour incidents have reduced
What evidence have you used to evaluate impact?	Behaviour records ABCC charts
What were the core ingredients that enabled you to implement the strategy successfully?	CPD for all staff on the Empowerment Approach Clear Prep4Best plans Safe spaces designated Time provided for sort starts and beginning of day and end of lunchtimes Timetabling of key staff
What challenges did you face to successful implementation?	Consistency with staff Language staff to used with particular children could make situations worse Time within timetable to do Prep4Best
If you found ways to overcome these challenges, what did you do?	Provided time to do Prep4Best Scripts to use with particular children Plans shared with staff



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Theme: Extra-curricular activities

Case Study 22	
Theme	Extra - curricular activities
What have you done? (Description of the approach and what you could share)	We have increased the offer of enrichment opportunities for disadvantaged, as last year the school did not offer clubs or enrichment opportunities. This year we have offered a range of half termly staff led clubs, private clubs, opportunity clubs such as free football, cricket and sourced free enrichment opportunities from local businesses. These include Pompey in the Community, the local sports calendar, using PE funding to run skipping workshops, archery, dance, gymnastics and other visitors. We have increased the volume of events attended such as paddle sports, youth games, visits to Ditcham Park school. Leaders actively select disadvantaged children to attend these opportunities and track who has attended. We have also introduced more volunteering roles for children to take part in. Pupil voice: We have also used the school councillors to improve provision at break and lunch times. Previously, the school did not offer any equipment for children to use because of their behaviour. Children now have a rota of activities including putting golf, woodland area, tennis, bubbles, football goals etc. Children raised money for scooters and a scooter shed and now have more seating. We have embarked on a childhood quest to bring play into school, and have provided resources such as vehicles, dolls houses and chalk- this is an ongoing journey for us. The addition of Clanfield Rangers; 8 children who are attempting to improve the school grounds and increase biodiversity using the permaculture ethics- has resulted in litter picking, expanding the woodland area, creating a den building area. We have linked up with people in the community to develop a new pond area which has been well used, including sessions with a free STEM ecologist. The school has also run Autumn and Spring days where all classes embark in nature related activities and spend time outside. Workshops from specialists were provided and staff selected a range of children with a focus on children who have FSM. LSAS and lunch staff have had lunch time training from sports coaches to support their interactions and understanding of playground games. Our school gardeners have created a courtyard area for children to relax in at lunch times. Groups of children go out every Thursday to spend time with local volunteers. The school has subsidised trips for disadvantaged children, particularly for residential.
Summarise the impact of the activity on disadvantaged pupils	We have a data analysis activity with leaders on the 18th June to compare termly uptake for disadvantaged for both clubs and day enrichment opportunities. This can be shared when completed. We have had a reduction in behaviour incidents at lunch time. We have developed a stronger sense of belonging across the school ensure we always consider the involvement of disadvantaged children.

Case Study 22	
Theme	Extra - curricular activities
What evidence have you used to evaluate impact?	Data for clubs, volunteering and pupil conferencing.
What were the core ingredients that enabled you to implement the strategy successfully?	Staff buy in, a range of people sourcing free visitors and trips, pupil voice and empowering children to bring about change, careful planning of PE funding, staff training
What challenges did you face to successful implementation?	Raising awareness of aspirations for disadvantaged children, training staff to check for impact of actions. Funding for resources.
If you found ways to overcome these challenges, what did you do?	Training staff to raise awareness. Funding: school council fundraising and contacting local businesses.

Case Study 23	
Theme	Extra - curricular activities
What have you done? (Description of the approach and what you could share)	We have appointed a school sports coach to drive forwards our participation in competitions which include our vulnerable and disadvantaged groups. The school has entered more sports events tailored to disadvantaged and vulnerable groups. In-school and after-school clubs tailored to disadvantaged and vulnerable groups.
Summarise the impact of the activity on disadvantaged pupils	By Summer 2, 100% of PP children in school have now been a part of in school/after school club and have attended at least 2 out of school sports activities. Through attending an offsite school football event organised by our sports coach, one child has joined a football club outside of school and plays regularly. She has also recently been nominated for awards within her new football club. We celebrated her achievements in one of our whole-school assemblies where she shared that she has found a love for the sport and has developed the confidence to join her football club due to the offsite event that our sports coach took her to.
What evidence have you used to evaluate impact?	Pupil premium engagement in in-school and after-school clubs has increased to 100% from previous year. Pupil voice tells us that PP children enjoy being part of a team and representing the school whilst out in competitions. School has received the Gold Sports Mark.
What were the core ingredients that enabled you to implement the strategy successfully?	Consistency Staff with a passion for sport PP funding and sports premium Regular communication with parents Regular positivity when talking to staff around sports Regular recognition in assemblies of those who have recently attended a competition.

Case Study 23	
Theme	Extra - curricular activities
What challenges did you face to successful implementation?	Lack of confidence to take part. Previous lack of engagement from previous SLT. Lack of knowledge and awareness amongst staff of PP strategy and aims.
If you found ways to overcome these challenges, what did you do?	1:1 conversations between sports coach and reluctant children to boost confidence and willingness. Regular recognition in assemblies to encourage others. New SLT is present in and around the school and consistently drives passion. PP strategy shared with all staff and governors which previously wasn't a thing. All staff aware of aims of the strategy now.



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Theme: Independence

Case Study 24	
Theme	Independence
What have you done? (Description of the approach and what you could share)	Strategic focus on encouraging Pupil Premium and Disadvantaged (PPD) pupils into leadership roles in order to develop a sense of belonging and raise aspirations. We offer a wide range of volunteer roles for children across the school. These include: Peer Mediators, Junior Chaplains, Cyber Ambassadors, Junior Librarians and many more. These roles help the children to develop their leadership, teamwork and communication skills. Pupils who currently have volunteer roles shared that some positions are selected by teachers, while others are chosen through peer voting. Over last 4 years we have monitored who pupils are, whether they are disadvantaged or SEND. Whether or not English is an additional language and their attainment data.
Summarise the impact of the activity on disadvantaged pupils	Increase in the percentage of PPD pupils in leadership and responsibility roles from 11%-15% (whole school PPD 11%) Through creating more roles, liaising with staff regarding how pupils are electing and careful consideration of what the roles entail we have been able to encourage more disadvantaged pupils into a wide range of leadership roles.
What evidence have you used to evaluate impact?	Quantitate data that records the amount of pupils in roles of leadership and responsibility Qualitative recording of pupil voice through research project
What were the core ingredients that enabled you to implement the strategy successfully?	Sharing initial findings with staff to ensure that staff were aware of strengths and weaknesses in current recruitment/ filling of pupil responsibility roles. Where changes needed to be made, clear evidence supported decision making

Case Study 24	
Theme	Independence
What challenges did you face to successful implementation?	Staff who have oversight of particular pupil roles e.g. Art Ambassadors or Pupil Chaplains were often clear about who they thought would be deemed as trustworthy or responsible. This led to a greater number of higher attaining White British and often more affluent pupils being put into role.
If you found ways to overcome these challenges, what did you do?	Clear evidence that demonstrated an imbalance in pupil groups who were represented meant that decisions were made objectively.



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Theme: Learning Behaviours and Executive Function Skills

Case Study 25	
Theme	Learning Behaviours and Executive Function Skills
What have you done? (Description of the approach and what you could share)	After attending the Autumn day conference on Tackling Educational Disadvantage in September 2024, the school decided to look into Kit Messenger. We decided that the Empowerment Approach would be a good 'fit' for our school. To date: ▪ Had a whole staff day conference with 2 other schools lead by Kit Messenger ▪ Set up an Empowerment team in school ▪ Empowerment team have had additional CPD ▪ Had assemblies to begin to engage the children ▪ Re written our behaviour policy and adjusted our 6 strands. ▪ Beginning to implement the Empowerment Approach in EY and KS1 ▪ Developing the practice in KS2
Summarise the impact of the activity on disadvantaged pupils	The children are beginning to understand how they learn and what their body needs to learn better Impacting on learning behaviours in the class 2 examples of this are two year 5 PP boys, who were high on behaviour points 22 and 48, are this half term on 0 so far Children are beginning to take ownership of their emotions and reactions
What evidence have you used to evaluate impact?	Used behaviour points and behaviour incidents as a general guide. When Summer data drops it will show improvement as better learning behaviours should impact increased learning

Case Study 25	
Theme	Learning Behaviours and Executive Function Skills
What were the core ingredients that enabled you to implement the strategy successfully?	Whole staff buy in Staff CPD Both staff and children given a voice Children 'exposed' to key ideas before it is implemented
What challenges did you face to successful implementation?	Some staff find change difficult Children 'unlearning' old system
If you found ways to overcome these challenges, what did you do?	Lots of opportunities to ask questions Empowerment team more visible Team made up of people from all parts of school

Case Study 26	
Theme	Learning Behaviours and Executive Function Skills
What have you done? (Description of the approach and what you could share)	1:1 Pupil conferencing every half term during PPA. Discussion with pupil on strengths/how learn best as well as what need more support with. Alongside pupils books/learning. Produce mind map of discussion.
Summarise the impact of the activity on disadvantaged pupils	Identify gaps in learning aswell as scaffolds that need to remain/be introduced. Pupils beginning to take more responsibility for learning. Pupils beginning to recognise what they need to learn best. Greater reflection on why learning has gone well and what needs to change.
What evidence have you used to evaluate impact?	Teacher views - survey Pupil voice PP champion intervention planning Data - results of summative assessments Pupils learning
What were the core ingredients that enabled you to implement the strategy successfully?	Flexible use of PPA and staff meeting time. Training on metacogntion and executive functioning skills.
What challenges did you face to successful implementation?	Coaching time Time to share good practice.
If you found ways to overcome these challenges, what did you do?	Not yet
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Theme: Parental/Family Engagement and Partnership

Case Study 27	
Theme	Parental /Family Engagement and Partnership
What have you done? (Description of the approach and what you could share)	Used pupil centred planning (PCP) to complete EHCP annual reviews, based on training from Hampshire EPs last year.
Summarise the impact of the activity on disadvantaged pupils	Ten children in total have EHCPs and are classed as PP. 6/10 children are in our mainstream setting. 4/10 are in our resourced provision classrooms. Parental attendance and engagement has improved generally for all pupils with EHCPs. Using the PCP approach has given pupils and parents the opportunity to share information about themselves that focuses on more than just school attainment (e.g. hobbies, ambitions for the future, focuses at home). Meetings have been very positive and have helped to build relationships with both pupils and adults. Focused half-termly targets as a result of EHCP outcomes and comments/wishes from parents.
What evidence have you used to evaluate impact?	Parental engagement and feedback Impact on EHCP outcomes - this will be measured from next year onwards, during the next reviews Rates of progress towards half-termly targets. Targets are more focused and link well to EHCP outcomes. Outcomes are amended and small steps added to EHCP annual reviews to make the document more purposeful Class teachers and LSAs have a better understanding of EHCP outcomes and how to implement provisions within the classroom Better relationships between school staff, pupils and their adults, as they 'know' them better
What were the core ingredients that enabled you to implement the strategy successfully?	PCP templates shared with staff and used across the infant setting for all pupils with EHCPs Teachers given a clear timeline to ensure all deadlines for feedback on outcomes and pupil involvement in PCP Parents sent information 6 weeks prior to the meeting, with an opportunity to add their own thoughts and opinions. Reminder of meeting and explanation of PCP approach, along with copy of the EHCP outcomes and teacher comments sent 2 weeks prior, to allow time to read and offer feedback as part of the PCP

Case Study 27	
Theme	Parental /Family Engagement and Partnership
What challenges did you face to successful implementation?	Time from teaching staff - PCP meetings require at least an hour, with input from SENCO, teacher and parents/carers Some parents less engaged than others during the meeting Difficult to share pupil wishes and thoughts if pupil has speech, language and communication needs e.g. non-verbal
If you found ways to overcome these challenges, what did you do?	Ensured staff had plenty of time to complete relevant paperwork before the meetings Ensured the meetings were less formal than traditional annual reviews - spoke about the children as people, focusing on hobbies, dreams and general personality traits Used images to share pupil activities where they were unable to share own thoughts - great way to begin discussions.



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Theme: Reading

Case Study 28	
Theme	Reading
What have you done? (Description of the approach and what you could share)	Improved phonics outcomes at the end of Year 1
Summarise the impact of the activity on disadvantaged pupils	Increased the % of children achieving the required score in the phonics screening. (% can't be confirmed until the pass mark is confirmed).
What evidence have you used to evaluate impact?	Monitoring throughout the year in terms of children's attainment (against the phonics protectory); monitoring of quality of teaching; monitoring of children's progress against the phonics screening (assessments at regular points of the year).
What were the core ingredients that enabled you to implement the strategy successfully?	Clear united focus for everyone in Years R,1 and 2 and the leadership team. Clear protectories for all year groups - so everyone understood where the children should be and why. Training for any new members of staff or those who needed additional help (through coaching; team teaching and modelling). Ongoing analysis and reflection - what have the assessments shown us, how do we need to adapt what we are doing as a result? Strong leadership from the reading leads and a passion for the subject (relentless focus - not distracted by other things)
What challenges did you face to successful implementation?	Staff reluctance to engage in professional development in the classroom - feeling of being watched and judged. Staff absence and cover leading to issues with consistency of approach and costs. For example, being able to cover the leader when additional cover was needed for other absence and you have no money is really difficult. Ensuring any adults covering phonics have the same training and expectations can be difficult as can managing parent expectations when someone is out of class for monitoring or training.
If you found ways to overcome these challenges, what did you do?	Established an open-door culture across the school (taken a couple of years) - sold coaching as an entitlement for all teaching staff rather than a threat. Used modelling and team teaching to reassure we are all in this together. For absence - asked all staff to be flexible with cover and their release time - this can change daily and people have to sometimes change at the last minute. It isn't ideal though and can cause much frustration, but people generally understand the reasons because of the transparency over the budget.

Case Study 29	
Theme	Reading
What have you done? (Description of the approach and what you could share)	Focus on double disadvantage- DADV children with SEN Taken part in TSEND training Used strategies from TSEND with children E.g. visual support, pre teaching, task plans, over learning Daily readers Intervention changes weekly with clear focus
Summarise the impact of the activity on disadvantaged pupils	6 DADV children have SEN In reading 3/6 are now working at ARE Of the 3 who are not, their reading ages have increased at more than double the rate of progress
What evidence have you used to evaluate impact?	Reading age standardised tests Termly testing Teacher assessment
What were the core ingredients that enabled you to implement the strategy successfully?	Clarity- which pupils and what will they have Making these children the priority
What challenges did you face to successful implementation?	Staff illness or child illness meaning work could not happen
If you found ways to overcome these challenges, what did you do?	Parachuting other staff in to work with the children Sending work home if child not too ill

Case Study 30	
Theme	Reading
What have you done? (Description of the approach and what you could share)	Individual phonics programme using Little Wandle catchup to a child who came to KS2 with only 3/4 phonemes.
Summarise the impact of the activity on disadvantaged pupils	Child has been seen on an individual basis daily for phonic intervention alongside a repeated session delivered by the class LSA later in the day. First session is delivered by SEND support trained in phonics. The scheme is followed but at a pace which supports the child's ability /cognitive load. Reading books and spellings are set appropriately. A precision teach grid is also used to reinforce new learning. A variety of kinaesthetic resources are used to reinforce learning and memory prompts. The impact is that the child now reads daily to the school guinea pigs with confidence (previously she would not engage at all with reading). She now knows all bar a couple of her phase 3 phonemes and tricky words to read and spell. Child is also following a Language Link programme to support vocabulary and understanding of communication.
What evidence have you used to evaluate impact?	Weekly assessment of phonemes learnt, daily revisits, hearing her read daily and weekly assessment of spelling to check recall. Evidence from writing in the classroom and discussion with the class teacher. Progress on phonics tracker.
What were the core ingredients that enabled you to implement the strategy successfully?	A designated room and regular time slot to keep the consistency the support of the class teacher and LSA making sure all phonic lessons were revisited on the same day. Time to build a relationship with the child first so she felt secure to be with another adult. Regular discussion with class teacher and LSA to ensure lessons were pitched correctly. An appropriate phonics programme and access to appropriate resources and engaging books. Support and regular monitoring from English lead.

Case Study 30	
Theme	Reading
What challenges did you face to successful implementation?	Child was not willing to engage as she had low self esteem and was reluctant initially to come in the room. Sometimes she would come but not engage at all. It was important to build a relationship before any formal learning took place.
If you found ways to overcome these challenges, what did you do?	We changed the time so she could have a soft start in the morning before coming as she also was struggling to leave mum. We started by introducing one sound for a week and using games, playdoh etc. we built on her self esteem and confidence before approaching a more formal lesson. Once she was more confident, we introduced several a week and encouraged she shared her success with other members of staff including Headteacher. She now enjoys coming and will ask me if the session isn't able to run, she is proud of her achievements and keen to share and model to others.

Case 31	
Theme	Reading
What have you done? (Description of the approach and what you could share)	We are part of the EEF Lexia pilot in reading this year. This is an online, daily reading intervention that focuses on reading catch up. It personalises its programme to individual children, has 'real time' reporting and paper extension activities.
Summarise the impact of the activity on disadvantaged pupils	We chose the research group as Year 2 children who were working towards age related expectations. All children have made a marked improvement, 4/11 have converted from WTS to ARE (36%). One reluctant boy reader with poor self-esteem has made the most progress. He found his reading 'I can-ness' through success on the programme. This impacted on his attitude and willingness to engage in reading back in class. He is enjoying reading more and will go to Year 3 as an expected reader. He would ask every day to complete his Lexia. On a whole, Lexia has also helped us to improve our mornings. After the pilot, we were able to roll out Lexia more widely across the school. During morning activities (we have a 20-minute settling activity 4 days a week) children in KS1 will be working on a range of activities, Lexia, mental maths, responding to feedback, talking to LSA/teacher if had a tricky morning. This supports the day starting in a calm and focused way, 'no time wasted' and lots of practise as registers/lunches and timetables are shared.
What evidence have you used to evaluate impact?	Lexia analyses the impact live, daily. We have 3 yearly meetings where we are guided through whole school impact. We have access to a dashboard where we can dive deeper into individual progress and barriers to progress. Even the amount of time and whether the child was on task or not can be scrutinised.
What were the core ingredients that enabled you to implement the strategy successfully?	A very enthusiastic SLT lead who drove the intervention daily. The right space and technology. Choosing the right children.

Case Study 31	
Theme	Reading
What challenges did you face to successful implementation?	Children became less engaged during the end of the 6 months. Due to school building work, the group had to learn in the foyer for half the programme which could be distracting at times. When children returned to class, the rapid reading progress detailed in Lexia is taking longer to be seen in the classroom, especially comprehension skills.
If you found ways to overcome these challenges, what did you do?	We moved the Lexia intervention time to avoid the foyer busy times. Children were given timers and certificates to support their focus.

Case Study 32	
Theme	Reading
What have you done? (Description of the approach and what you could share)	Funded an LSA 8:45am - 2:50pm - 5 days a week purely to deliver small groups and intervention for phonics and reading across the school. Phonics leader liaises directly with the phonics LSA to analyse impact on a half-termly basis, using data to regroup children where needed. Phonics leader and LSA have effectively communicated with teachers to ensure the right pupils access these groups and Head of School looks at data for disadvantaged pupils to ensure children receive the timely interventions. One group, in Year 2, has focussed on the non-passes of the Year 1 Phonics Screening Check in 2024, ensuring they receive both quality first teaching within their phonics session in the morning with class LSA, as well as targeted interventions within the Phonics LSA's groups in the afternoon.
Summarise the impact of the activity on disadvantaged pupils	5/6 pupils are on SEND register. Pupil data for focus group of 6 pupils shows that 4/6 pupils' scores have improved since Phonics Screen Check in 2024 to Summer 1. 1 pupil (Child C below) who has maintained their score now SEND support with EP involvement to explore barriers. Child D slight dip in score. Groups now amended to focus on those not on track to pass. Child A - PSC 2024 = 9 Summer 2025 test score = 29 Child B - PSC 2024 = 16 Summer 2025 test score = 36 Child C - PSC 2024 = 19 Summer 2025 test score = 19 Child D - PSC 2024 = 22 Summer 2025 test score = 33 Child E - PSC 2024 = 28 Summer 2025 test score = 27 Child F - PSC 2024 = 25 Summer 2025 test score = 35
What evidence have you used to evaluate impact?	Testing - use of phonics screening materials each half-term

Case Study 32	
Theme	Reading
What were the core ingredients that enabled you to implement the strategy successfully?	Funding of a dedicated Phonics LSA supported by a member of SLT who is our Phonics Leader Staff training - teachers and LSAs trained to use 'Little Wandle', observations of Phonics LSA to model good practice Careful evaluation of data to adapt groups and respond flexibly to the needs of the pupils each 6-8 week half term.
What challenges did you face to successful implementation?	Change of Phonics leader due to maternity / change of staff Staff absence sometimes means that class LSA may not be able to deliver morning intervention Pupil absence - Of the two pupils not making progress in line with rest of group, one's attendance is 94% other 96% which may explain slight impact on outcomes.
If you found ways to overcome these challenges, what did you do?	Protecting Phonics LSA timetable as much as possible. Careful monitoring of attendance by Head of School and attendance lead.

Case Study 33

Theme

Reading

**What have you done?
(Description of the approach
and what you could share)**

Continued implementation of Read Write Inc. (RWI) into KS2 (as a Junior School) to address phonics gaps and support children to improve their phonics and fluency

Baseline assess all children new to the school on the GL York Reading Assessment (YARC assessment) to have a standardised score for reading accuracy, fluency and comprehension alongside the RWI phonics assessment to identify children with gaps in reading and to have a way of identifying gaps and monitoring smaller steps in progress.

Echo and choral reading established as part of weekly guided reading structure to support to develop reading fluency and accuracy

All children identified as bottom 20% of readers in each year group complete the YARC assessment termly to monitor impact and progress

RWI interventions in small groups of up to 6 for all children identified with phonics gaps daily for 20 minutes. Children making slower than expected progress had 1:1 10 minute catch up sessions to keep them on track.

Reading Leader observed phonics lessons in the partner infant school to identify differences in phonics programmes (they only use KS1 phonics scheme, not suitable for KS2)

Y3 teachers explicitly taught sounds that were not taught at KS1 which were identified as gaps whole class and built into their spellings across the year for revision

Parent workshop for all children on RWI to explain the programme and how they can support at home

Children in RWI given weekly books on Oxford Owl to read online, in addition to book bag books. Some children have enjoyed reading on a device rather than a book

Teachers and LSAs delivering the interventions went to the English Hub with the Reading Leader to observe RWI

Case Study 33	
Theme	Reading
Summarise the impact of the activity on disadvantaged pupils	60 children were identified in Y3&4 with phonics gaps at the start of the Autumn term, there are now 4 children remaining at the start of Summer 2. These children all have EHCPs with complex needs but have all made progress within the programme. Apart from the 4 children, all children are now able to access whole class guided reading and are able to read the class texts which are age appropriate but challenging. All children have improved their standardised scores, with all but the 4 now average or above average for reading accuracy. Majority of children have also achieved this with their reading fluency. The next step is to continue to develop reading and comprehension for these pupils whose standardised scores is below average. We have introduced RWI comprehension as a trial in the summer term.
What evidence have you used to evaluate impact?	RWI and YARC assessments A bottom 20% tracking document to evaluate data against interventions and additional support
What were the core ingredients that enabled you to implement the strategy successfully?	Staff CPD Observing good practice of others Regular monitoring
What challenges did you face to successful implementation?	Identifying the differences between the 2 phonics schemes
If you found ways to overcome these challenges, what did you do?	Reading Leaders between schools working collaboratively

Case Study 34	
Theme	Reading
What have you done? (Description of the approach and what you could share)	Phonics: We use the step approach in Little Wandle which allows us to group children accordingly to their phonics attainment. The teaching is then specific to where the children have gaps and also ensures the pace and coverage of phonics curriculum is met. Phonics lead's response to regular assessments means groups and curriculum regularly tweaked. Staff know sounds that need to be over learnt, etc.... This is achieved by a strong phonics lead analysing the data quickly, holding staff accountable for the children's progress, staff training, school investment in extra staff for phonics sessions and interventions.
Summarise the impact of the activity on disadvantaged pupils	Increased pupil engagement in phonics learning Improved high quality teaching of phonics (both teachers and LSAs) delivered to pupils Improved pupil confidence in reading and writing Upward trend in number of disadvantaged pupils passing screening test in year 1 (23-24 65%, 24-25 76%) and also yr2 resits (23-24 36% 24-25 67%)
What evidence have you used to evaluate impact?	Learning walks Drop-in sessions by phonics lead to provide CPD/ professional conversation specific to pupil profile of the group and teacher's subject knowledge and delivery Analysis of 4/6 week pupil assessments throughout the year Phonics screening data
What were the core ingredients that enabled you to implement the strategy successfully?	Phonics lead given designated time to analyse data. Phonics lead initially completed all practice screening but now has empowered staff to deliver their own but moderates it with them Revisited phonics training with all staff Commitment to extra LSAs to enable more greater number of groups so therefore more highly tailored phonics delivery Prioritising key children and groups and strongest delivery eg some LSAs lead more able groups and teacher's focus on groups where slower progress, greater needs is seen

Case Study 34	
Theme	Reading
What challenges did you face to successful implementation?	Budget restrictions Staff confidence Professional trust in phonics lead by some staff in her deployment of staff e.g. LSAs don't always support lowest ability
If you found ways to overcome these challenges, what did you do?	Phonics lead worked hard to develop range of leadership strategies to build confidence of colleagues

Case Study 35	
Theme	Reading
What have you done? (Description of the approach and what you could share)	Focus on phonics and early reading Fidelity to the phonics programme Half termly training for all staff Dedicated time for phonics lead to review assessments, data - to help determine next steps and actions Focused phonics teaching in Year R starts in the first full week Importance of routines shared with all staff as supporting cognitive load (staff training often focuses on routines of the phonics session and consistency across all groups) Phonics lead undertook learning walks fortnightly in Autumn 1, now take place monthly Raising profile of attendance and ensuring those that regularly miss phonics have opportunities for catch up All rooms where phonics takes place have displays - consistent across school Half termly assessments take place - Phonics lead then has mini progress meetings with class teacher (10 mins) to discuss individual children that are a concern All staff are well trained but most experienced often given groups that need most support Children that are not keeping up have targeted interventions at another point in the day Children that are 'cuspy' are 'focus' children within their new group Teachers using 'funnel' seating plan for carpet session element of the lesson so all children can see flash cards and be seen
Summarise the impact of the activity on disadvantaged pupils	Increased confidence in reading and writing Majority of children making good progress in their half termly assessments Early identification of those children not keeping up and shared with class teacher (as phonics might be taught by another teacher/ LSA from different year group)

Case study 35	
Theme	Reading
What evidence have you used to evaluate impact?	Read, write Inc phonics assessments Phonics data from screening that takes place in November and March using past phonics screening materials
What were the core ingredients that enabled you to implement the strategy successfully?	Time - dates and times agreed for training and learning walks at start of each term and then happen no matter what! Training for staff and regular reminders about expectations - phonics lead being available for this Regular communication between all staff
What challenges did you face to successful implementation?	Staffing to enable release time for phonics lead Staff not understanding the data Assuming staff would stick to the plan!
If you found ways to overcome these challenges, what did you do?	Leading training sessions on 'the so what' element of assessments Increase in training/ regular email reminders and then drop ins to monitor

Case Study 36	
Theme	Reading
What have you done? (Description of the approach and what you could share)	Improving reading in Key Stage 1 Phonics screening data 2024 evaluated and target children identified Assessments of children at end of foundation stage to identify children not yet blending / orally blending Assessments and screening results used to group children. From September small groups of children taking part in focused phonics teaching during phonics sessions. Year two - reading fluency whole class sessions, with two smaller groups reading texts relevant to their phonics levels. Year one - additional phonics session recapping morning learning in the afternoon. Additional 1:1 phonics intervention for target children in Year one and year two. Phonics teaching monitoring by English lead Assessment every 6 weeks by class teacher or English lead Packs sent home to support home learning.
Summarise the impact of the activity on disadvantaged pupils	Children have become more confident in their reading fluency. 10 out of 13 year twos have passed phonics screening at end of year two. Those who didn't have made significant progress. Children are using phonics knowledge to embed reading and spelling skills.
What evidence have you used to evaluate impact?	Phonics screening Termly teacher assessments Phonics / reading learning walks

Case Study 36	
Theme	Reading
What were the core ingredients that enabled you to implement the strategy successfully?	Scrutiny of baseline assessments Regular, on-going assessments to inform planning Buy in and enthusiasm from all staff Regular catch up meetings to discuss progress between class teachers, English Lead and Deputy Head
What challenges did you face to successful implementation?	Staff absence or being redirected to support other children Parental support in some cases
If you found ways to overcome these challenges, what did you do?	At the moment there are videos on the website that parents can access and are guided towards but will consider parent workshops in the future to model and encourage home learning.



Hampshire
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Improvement and
Advisory Service

Theme: Speech, Language and Communication

Case Study 37	
Theme	Speech, Language and Communication
What have you done? (Description of the approach and what you could share)	Utilised Language Link intervention that we subscribe to as a school but was not been appropriately used in the juniors. Speech, Language and Communication Needs (SLCN) is by far our biggest area of need (22%), this extends to 46% when children with a diagnosis of autism are included. Being new to Hampshire SEND, I was not aware of Language Link. Language Link is a speech and language intervention programme designed by Speech and Language Therapists and is usually the first point of call if you suspect a child has speech, language and/or communication barrier. I firstly signed myself up to a webinar to learn more about it, what it is and how it works. From this, I carried out whole-school training on INSET, where all technical issues were supported by the office, the Learning Support Assistants (LSAs) were given the time to familiarise themselves with the assessment process and how to input data collected during the intervention. Teachers were also given the opportunity to recognise the value of it and see how when used correctly; the data can speak for itself. Language Link had been used appropriately in the infants and the data showed this, with only a handful of children requiring intervention in year 2. There was a lot of comorbidity between SEND, PP and EAL children so in the juniors, all children that fell into either one or all of these categories were told to be assessed and intervention started.
Summarise the impact of the activity on disadvantaged pupils	Whilst assessments have been completed, a lot of the interventions are still being carried out/worked on due to the number of gaps identified in the children's language based on their baseline assessment. I would argue that based on the infant's data alone who follow the intervention and show fidelity to the intervention and therefore have very few children requiring intervention by the end of year 2, I would hope that when the juniors have completed their interventions, the data will reflect an improvement.
What evidence have you used to evaluate impact?	Language Link helps you to group children based on their similar gaps and directs you to all of the subsequent lesson plans and resources required to complete the unit needed. For each intervention group, a pre-assessment questionnaire is completed by class teachers for each pupil individually, outlining where they currently are working at and their desired target by the end of the intervention. Following the completion of the intervention, teachers then input a final scores. During the intervention, Learning Support Assistants are provided with criteria to grade each child's progress in each session. The options are: effective, partially-effective, not effective or absent. As these are input over the 6-8 sessions, the system then determines future steps for each individual child.
What were the core ingredients that enabled you to implement the strategy successfully?	Training for myself Training for ALL staff including SLT - supporting buy in. Data from the infants to show the impact it can have when implemented correctly.

Case Study 37	
Theme	Speech, Language and Communication
What challenges did you face to successful implementation?	Teaching attitudes - reluctant to give up Learning Support Assistants to assess the children and run the intervention because they are 'too busy'. Because the intervention had not been run/used in the juniors for some time, the number of children requiring assessment and intervention was significant. If they have continued to use Language Link when pupils joined Y3 and only assessed new school joiners as they arrived, there would have been considerably less pupils to assess and it would have been much more manageable for staff to deal with.
If you found ways to overcome these challenges, what did you do?	All teachers were asked to provide intervention timetables so I could identify gaps in the timetable when support staff could be used to assess/run the intervention. Teachers have had to make space and time for it. Learning Support Assistants have had 'logging and tracking interventions' written into their performance management as a target. They now have a greater invested interest in it and ensure that it remains a priority.



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Improvement and
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Theme: Well-being and Pastoral Needs

Case Study 38	
Theme	Well - Being and Pastoral Needs
What have you done? (Description of the approach and what you could share)	Relational approach to dealing with behaviour by training staff on trauma and its effects on children
Summarise the impact of the activity on disadvantaged pupils	All staff have a good understanding of what constitutes trauma and the effect it has on children's behaviour. This has led to staff being more consistent in their approach in supporting children who have experienced trauma and seeing the reason behind the school adopting the relational approach. There has been a decrease in incidents for key children reported on CPOMS comparing autumn and summer.
What evidence have you used to evaluate impact?	Staff questionnaires CPOMS analysis Monitoring by the Senior Leadership Team
What were the core ingredients that enabled you to implement the strategy successfully?	Attending trauma course facilitated by the Virtual School A core group of staff being involved in driving the strategic development forwards Involving staff - asking what they needed support in, asking for their views, evaluating training sessions Making training sessions engaging and giving staff time to do their own research so they had ownership of their learning Spacing timing of training out so as not to overwhelm staff Giving staff the purpose for doing the trauma training and the 'big picture' Looking at this strategic area using a different 'lens'
What challenges did you face to successful implementation?	Getting staff to buy in (especially those previously not 'on the bus') Breaking the training from the Virtual School down into manageable chunks and thinking about an appropriate order
If you found ways to overcome these challenges, what did you do?	Work with the Inclusion Leader in collaboration so it wasn't all falling to one person Plot out the knowledge / strategies we needed to train staff on, so it was more manageable Put the development work on the School Improvement Plan to help drive things forward (in addition to the PP strategy) Regularly review the School Improvement Plan / strategy and not be afraid to change / adapt if needed Involve staff more and use their voice which has increased buy-in

Case Study 39	
Theme	Well - Being and Pastoral Needs
What have you done? (Description of the approach and what you could share)	Increased provision of emotional support Trained another ELSA - now have two in school Therapeutic Active Learning Assistant in role one afternoon per week Resourced provision- employment of another LSA for children who are unable to access classroom in afternoon MHST referrals Buy in to cluster Parent Support Advisor Transforming Lives for Good mentors - link with church Emotional regulation lead - staff training Staff training from PBS Direct access email to deputy headteacher for parents of children where attendance and well being needs are causing concern School therapy dog Support with residential and school trips Breakfast and school uniform given Support from church funds - e.g. motorised wheelchair, washing machine etc
Summarise the impact of the activity on disadvantaged pupils	Sense of belonging Able to access same as other children Attendance improved Focused adult support Number of behaviour incidents on CPOM's reduced Emotional wellbeing strategies supported within classroom and with all staff Ready to learn - provision of breakfast Positive link with parents which support conversations and open-door policy Able to reach a wider range of pupils with targeted more bespoke support

Case Study 39	
Theme	Well - Being and Pastoral Needs
What evidence have you used to evaluate impact?	Attendance data Behaviour records Parent feedback Pupil feedback/ pupil voice
What were the core ingredients that enabled you to implement the strategy successfully?	Main focus on this area - money allocated to support staffing and training
What challenges did you face to successful implementation?	Time/ lack of staff throughout the day Amount of children needing a range of support Resources/ money
If you found ways to overcome these challenges, what did you do?	Waiting list for emotional support Liaise with SENCO regarding interventions Staff awareness of all in place



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Improvement and
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Theme: Teaching and Learning

Case Study 40	
Theme	Teaching and Learning
What have you done? (Description of the approach and what you could share)	We have reviewed learning outcomes and are now focusing on closing the gap before it becomes evident when children reach Year R. Across the seven years of the primary phase within our federation, the trend shows that the attainment gap for disadvantaged pupils is widening. In response, we have focused on improving classroom interactions and the high-quality inclusive teaching (HQIT) available to all children. As senior leaders, we recognise that pupils with multiple vulnerabilities experience a range of factors that contribute to lower outcomes. Therefore, we decided to disaggregate performance data at each of the three milestone data drops throughout the year. We analysed four groups: disadvantaged, disadvantaged and SEN, SEND, and pupils with no identified vulnerabilities. This approach enabled us to evaluate the impact of our work more precisely across these groups. During the exploration phase, we engaged all staff by reviewing the disadvantaged attainment gap across every year group in both schools and identifying the pupils affected. Staff were unanimous in their commitment; they expressed that they are not in education to let children down and understood the need to adapt teaching and learning to better support disadvantaged pupils. From this starting point, both school teams came together during an INSET day at the beginning of the year to develop a shared offer for disadvantaged pupils. This was structured around four key areas identified in ImpactEd research: belonging, safety, relationships and teaching and learning. These ideas were collated, published, and shared with all stakeholders. They have since been revisited through CPD sessions, including two staff meetings and two meetings with learning support staff, to gather evidence of effective practice across classrooms and promote greater consistency for disadvantaged learners. Given the high levels of need in our schools, delivering interventions can be challenging, particularly as support staff are required in classrooms during the afternoons. As a result, we have placed significant emphasis on strengthening classroom practice and identifying the advantages we can provide within everyday teaching. The focus of this discussion is the impact of this work in Year R. Working closely with the Year R team and leader, we have examined the role of the adult and the quality of interactions with disadvantaged pupils. The team developed individual targets for these children, similar to the “next steps” approach used in nursery settings, so that all staff were clear on each child’s priorities. Staff then began tracking interactions during play. During continuous provision, one member of staff was designated specifically to focus on engaging with disadvantaged pupils. This ensured they had consistent access to high-quality interactions and play experiences linked to both the prime and specific areas of the EYFS.

Case Study 40	
Theme	Teaching and Learning
Summarise the impact of the activity on disadvantaged pupils	The head of school and the year R year leader met regularly (every 6 weeks) to review the impact of these interventions, and all staff highlighted the children in 4 colours on pupil progress review paperwork which happened after every data drop. The year leaders gained CPD around how to utilise data and how to formulate lines of enquiry which helped to focus them on what they should be drawing out of the disaggregated pupil data for each milestone and where this should take them in terms of learning walks, book looks and planning scrutiny. The outcomes in Year R showed that of the 14 children who were purely disadvantaged, 100% of them achieved the ELG in all three of the specific areas (reading, writing and maths) in comparison to their non disadvantaged peers which was reading - 92.7%, writing 86.9%, maths 94%
What evidence have you used to evaluate impact?	Data outcomes (EYFS profile - submission on 28th June) Termly pupil progress meetings Strategic review meetings with Year R Leader and Head of School
What were the core ingredients that enabled you to implement the strategy successfully?	Engagement with all staff and everyone holding responsibility for levelling the playing field. Making sure everyone knows who the children are and how to identify them - any covering staff having the knowledge of who to engage with and when.
What challenges did you face to successful implementation?	Carving out the time to remain focussed on this strategic action and balance this drive alongside staff absence other pressures as a head and ensuring all staff remained focussed on this priority.
If you found ways to overcome these challenges, what did you do?	Diarise the meetings, when meetings didn't take place to review the impact and capture this on impact reports gov reports (leadership reports).

Case Study 41	
Theme	Teaching and Learning
What have you done? (Description of the approach and what you could share)	We have revisited the principles of early child development to strengthen the approaches we used for children in EYFS and Year 1. Using the Early Excellence materials and training, we have developed a set of core principles for our continuous provision learning environments and the progression within these. We have used the work of core early years educationalists such as Julie Fisher to tailor the learning approaches and pedagogy to the developmental needs of the pupils.
Summarise the impact of the activity on disadvantaged pupils	Our EYFS data has improved by 5% this year and our end of year 1 data is predicted to improved by almost 9% on last year. The pupils are retaining core skills and knowledge and applying these to a wider range of contexts, tasks and play. Pupils' behaviour has improved and children are more motivated and confident to engage with new learning and experiences. Pupils independent learning outcomes are increasingly creative, and children are developing increasing autonomy over their learning.
What evidence have you used to evaluate impact?	End of year data / termly pupil progress progress meetings / half termly pupil progress check ins / teacher feedback / target pupil group observations / parent feedback / behaviour data
What were the core ingredients that enabled you to implement the strategy successfully?	Sharing the research underpinning why these principles work in practice was essential, alongside consistently restating our core purpose: improving outcomes for disadvantaged pupils. I visited a school in Wales that had successfully implemented this approach across KS1, and this provided powerful, real-life examples to help staff connect theory to practice. Having a secure understanding of child development myself was key in building staff confidence and encouraging them to “have a go” with the approach. Being brave was also an important part of the process. We made the decision to remove a number of resources and step away from many of the more formal practices we had previously relied upon. Throughout this process, we continually returned to the ‘why’ and the supporting research to maintain focus and momentum.
What challenges did you face to successful implementation?	Staff who had used ‘continuous provision’ before in KS1 and in those who have taught in early years, experienced a learning curve as we pulled out core principles from this understanding, removed some elements and resigned others.
If you found ways to overcome these challenges, what did you do?	Having a strong (yet flexible) implementation plan has been key to our progress. Identifying the elements where consistency was essential, alongside those where staff could exercise flexibility, provided a valuable balance of direction and autonomy. This approach enabled staff to feel both supported and empowered throughout the change process.

Case Study 42	
Theme	Teaching and Learning
What have you done? (Description of the approach and what you could share)	Improved the efficiency of coaching and mentoring across the school to raise attainment. Deputy Head Teachers worked with external coach to develop a 5 week system and create “the <i>school name</i> lesson”. Deputies then trained middle leaders to become coaches and then supported throughout the school
Summarise the impact of the activity on disadvantaged pupils	Children’s attainment, especially disadvantaged children, increased through summative assessments in reading and maths as well as teacher assessment in writing. FSM6 Year 6 data - from 24% Age related expectations (ARE) to 39% in maths 28% (ARE) to 46% in reading 28% (ARE) to 48% in writing Upward trends are also represented across the school in all other year groups
What evidence have you used to evaluate impact?	Summative assessment data Teacher observations Learning walks Book scrutinies
What were the core ingredients that enabled you to implement the strategy successfully?	Creating rationale about what we wanted to achieve through coaching and mentoring. Creating a systematic approach that ensures ‘coachees’ know the process. Developed a 5 step plan: observation, planning support, model leason, team teach, final observation adds clarity to process

Case Study 42	
Theme	Teaching and Learning
What challenges did you face to successful implementation?	Coaches leaving (maternity leave) reduced capacity. When improvements were not sustained
If you found ways to overcome these challenges, what did you do?	Developed cross campus work so that coaches could move between campus to provide support for anyone whom require it Using coaching and mentoring to add layers to accountability when improvements could not be sustained. By training new coaches but having senior leaders as ‘gate keepers’ of the process



Hampshire
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Improvement and
Advisory Service

Theme: Maths

Case Study 43	
Theme	Maths
What have you done? (Description of the approach and what you could share)	Implementation of the online programme of 'Learning By Questions' - Year 6 Springboard
Summarise the impact of the activity on disadvantaged pupils	Significant improvements evident within teacher assessments in maths for the year 6 cohort as a whole including improvements for the 24 (out of 96) pupils who are disadvantaged. Year 5, Summer 2: 42% working at ARE+ Year 6, Summer 2: 67% working at ARE+ Additional notes: 5 of the 8 pupils working below would be considered as 'Working within the year 6 curriculum'. 6 children who were considered as 'working towards' at the end of year 5 are now considered working at ARE+ based on year 6 teacher assessments. This is compared to 44% of disadvantaged children meeting ARE+ last academic year (SATS data). One child of note who is disadvantaged and on the SEND register has made accelerated progress being assessed at the end of year 5 as working within the year 4 curriculum is now working at ARE according to teacher assessment. Teachers say: Children were well equipped to encounter a range of problem-solving contexts. Learning By Questions puts simple mathematics into complex problems and the children were able to work through the problems with increasing accuracy. It allowed me to see gaps in learning quickly and efficiently. I was able to 'gap-fill' with intervention groups/assembly groups based on the data it provided. Children were always engaged in the lessons set by Learning By Questions—it allowed me to have teacher focus groups without interruption.

Case Study 43	
Theme	Maths
What evidence have you used to evaluate impact?	Teacher voice Teacher assessment data
What were the core ingredients that enabled you to implement the strategy successfully?	Learning By Questions bespoke webinar attended by disadvantaged leader Disadvantaged leader plus year 6 team visited Warren Park specialist Chris Ayling to see Learning By Questions in action - gave a true insight into how to use it in the classroom Only use by year 6 so that it has a 'wow factor' that it is exclusively for them. It is a teacher tool - not artificial intelligence - it needs to still have taught inputs but allows for a quick gathering of information to 'gap fill'. Investment from the teachers, the children and in equipment so that it was not just a gimmick.
What challenges did you face to successful implementation?	How to fit it in whilst maintaining 5 x a week maths lessons Use of equipment - shared use and technology frustrations Fitting in the programme as it is designed - multiple times a week
If you found ways to overcome these challenges, what did you do?	Learning By Questions was implemented alongside and on top of usual maths lessons. It was used as a booster and/or intervention tool. Data from the programme allowed teachers to amend their series of taught lessons. Teachers quickly found the time when they realised the engagement and impact the programme was having. Fortunately, we had some money in the budget to allow for the purchase of new equipment. We changed an order from laptops to IPADS for ease of use, storage and charging. These IPADS were for exclusive use of year 6 children and were timetabled effectively across the year group by the year 6 leader.

Case Study 44	
Theme	Maths
What have you done? (Description of the approach and what you could share)	To enhance the teaching and learning of mathematics for our Pupil Premium pupils, we have implemented a range of targeted strategies focused on inclusive classroom practice and the development of oracy. A key element of this has been the explicit teaching of mathematical vocabulary and the use of sentence stems. These are embedded in daily lessons to ensure all children, particularly those from disadvantaged backgrounds, can articulate their thinking clearly and develop a deeper understanding of key mathematical concepts. The structure of our maths lessons has been adapted to prioritise peer interaction and collaborative learning. By reducing the amount of teacher talk, we are enabling pupils to engage more actively with their learning through discussion, reasoning, and problem-solving with their peers. This shift supports oracy development while also fostering a greater sense of ownership and engagement in mathematical thinking. We have also moved away from traditional intervention models that take children out of class, recognising the importance of belonging and inclusion. Instead, we now use assessment effectively to inform timely pre-teaching and 'keep-up, catch-up' groups within the classroom environment. This approach allows us to address gaps in understanding as they arise, ensuring that all pupils, including those eligible for Pupil Premium, can access the learning and make sustained progress alongside their peers.
Summarise the impact of the activity on disadvantaged pupils	The changes we have implemented embeds maths mastery and to support disadvantaged pupils in maths have had a clear and positive impact. Children are responding well to the increased focus on oracy and structured talk. They are confidently using the correct mathematical vocabulary in both discussions and responses to the teacher, demonstrating a deeper understanding of key concepts. Notably, pupils are also beginning to prompt and support one another by reminding their peers to use accurate terminology, showing a growing sense of ownership and collaboration in their learning. We have seen a significant improvement in pupils' attitudes towards maths. Many now speak more positively about the subject and approach lessons with increased enthusiasm and confidence. This shift in mindset, alongside the inclusive classroom strategies and real-time support through pre-teach and catch-up groups, is helping all pupils, particularly those eligible for Pupil Premium, to engage more meaningfully in their learning and make sustained progress in mathematics.
What evidence have you used to evaluate impact?	Book looks, pupil voice, teacher voice, learning walks.

Case Study 44	
Theme	Maths
What were the core ingredients that enabled you to implement the strategy successfully?	A clearly defined and shared goal: to improve the teaching and learning of maths through inclusive, talk-rich classrooms, with a particular focus on supporting Pupil Premium pupils. This clarity ensured that all staff understood the purpose behind the changes and could align their practice accordingly. High-quality, targeted CPD - develop staff understanding of effective oracy strategies, the use of mathematical vocabulary and sentence stems, and how to structure lessons to encourage meaningful pupil interaction. Securing staff buy-in was a priority from the outset. Staff were involved in shaping the vision, identifying barriers, and trialling new approaches. Leaders provided ongoing support and monitoring to ensure consistency across classrooms. Resources such as sentence stems, vocabulary lists, and lesson templates were shared, and regular opportunities for reflection and professional dialogue helped staff refine their practice over time.
What challenges did you face to successful implementation?	Some staff were initially reluctant to change, particularly at a time when workload was already high. Shifting mindsets around long-standing practices, such as removing disadvantaged pupils for intervention, required trust in the process. Recognising the long-term value of keeping pupils within the classroom and promoting a sense of belonging has been key to overcoming these barriers.
If you found ways to overcome these challenges, what did you do?	Ongoing cycle of monitoring, CPD and support. The culture of the school and clear message from SLT which was to get fewer things embedded and 'done well' and reminding staff about the overall vision for disadvantaged pupils.