

Moulsham Junior School
Pupil premium grant expenditure report 2017-18

Overview of the school	
Total number of pupils on roll	584
Total number of children in receipt of Pupil Premium (Ever 6 FSM)	79
Amount of funding received per Ever 6 FSM pupil	£1320
Total number of Looked After Children (LAC)	0
Amount of funding received per LAC pupil	-
Total number of service family pupils	-
Amount of funding received per Service family pupil	-
Total amount of funding received (inc carry forward)	£122,000

Summary of funding spending 2017-18
<p>Objectives in spending funding:</p> <ul style="list-style-type: none"> • External support for vulnerable families (Change Partnership) • Internal support for vulnerable families (learning mentor) • Internal support for Social Emotion Mental Health • Increased engagement of parents for: <ul style="list-style-type: none"> ○ Attendance ○ Reduced lateness • Support vulnerable children to achieve expected standards and progression • Whole School Mathematical approach for secure understanding of arithmetic • Year 3 understanding of numbers and the number system • Supporting children’s social skills • Transition support for vulnerable Y3 and Y6 pupils • Raising confidence and participation in literacy and numeracy lessons • Increased access to OOSHL through funding • Extending and raising the aspirations of children in Y6

Record of spending by item 2017-18

When talking about groups of children they are the ones taking part in the intervention or PP children

Item/Project	Cost	Objective	Outcomes
Weekly art therapy & Resources	£2250	<ul style="list-style-type: none"> • Reduce behaviour incidents • Positive engagement in school • Positive social interactions • Opportunities to succeed • Opportunities to peer lead 	Autumn/Spring/Summer evaluation is at the end of the document
Craft & cookery club Y2-3 transition	£400	<ul style="list-style-type: none"> • Positive transition into Y3 • Increased confidence • Positive start for their time at MJS • Increase self-esteem • Increase social skills • Increased friendship groups 	Pre-club only 33% of the children said they were looking forward to junior school, this rose to 75% by the end of the club. 87% of children liked the activities, 0% disliked the activities 93% of the children liked the leaders Before the club only 56% of children felt happy about coming to Moulsham Juniors now, this increased to 87% once the club had finished. Parents were extremely positive about the club, see comments at the end of the document
Resources	£450		
LSA apprentice	£10000	<ul style="list-style-type: none"> • Enhanced maths provision for under achieving vulnerable Y4 • Creation of non-sports based OOSHL • Pre-teaching Y6 until SATs • Social, emotional support for individuals and small groups • Pre-teaching for Y3 across the summer term • Class based specific support 	<p>Please see appendices for an Autumn and Spring report for group interventions</p> <p>Pre-teaching Autumn Y6: 94% Made expected progress 46% Made accelerated progress</p> <p>LSA Apprentice run art club, choir and targeted Lego club</p> <p>Spring: Y4 Support: Maths 88% Made expected progress 25% Made accelerated progress</p> <p>Y3 Support: Reading 90% Made expected progress, 40% Made accelerated progress Writing 80% Made expected progress</p> <p>Pre-teaching Spring Y6: Reading: 100% Made expected progress, 53% Made accelerated progress Writing: 100% Made expected progress, 60% Made accelerated progress Maths: 100% Made expected progress, 40% Made accelerated progress</p> <p>Summer: Y3 Support: Writing 50% Made expected progress, 33% Made accelerated progress Pre-teaching Summer Y3: Writing: 79% Made expected progress, 36% Made accelerated progress Maths: 79% Made expected progress, 43% Made accelerated progress</p> <p>Y4 Support: Maths 59% Made expected progress 7% Made accelerated progress</p>

			<p>Pre-teaching Summer Y6: Reading: 93% Made expected progress, 73% Made accelerated progress Writing: 100% Made expected progress, 87% Made accelerated progress Maths: 100% Made expected progress, 73% Made accelerated progress</p>
Dance Therapy (funded in conjunction with sports premium)	£720	<ul style="list-style-type: none"> • Reduce behaviour incidents • Positive engagement in school • Positive social interactions • Opportunities to succeed • Increase confidence and self-esteem 	<p>86% of children showed increased levels of participation 71% of children showed increased self confidence 100% of children showed increased communication 100% of children showed increased enthusiasm for learning</p>
Learning Mentor	£14700	<ul style="list-style-type: none"> • Support children including <ul style="list-style-type: none"> ○ School refusers ○ Social problems ○ SEMH • Developing links with hard to reach parents • Additional CP officer • Improve attendance for targeted children • Reduction in behaviour incidences/friendship difficulties 	<p><u>Attendance Autumn Term</u> Whole School: 97.5% Pupil Premium: 95.22%</p> <p>10 parents invited to attendance meetings in January 5 parents invited to lateness meetings in January</p> <p><u>Attendance Spring Term</u> Whole school - 96.1% Pupil Premium - 93.46%</p> <p><u>Attendance Sept to March 2018:</u> Whole School - 96.98% Pupil Premium - 95.13%</p> <p>13 parents invited to attendance meetings in April 6 parents invited to lateness meetings in April</p> <p><u>Attendance Summer Term</u> Whole school – 97.33% Pupil Premium – 95.97%</p> <p><u>Attendance 2017- 2018:</u> Whole School – 97.03% Pupil Premium – 95.46%</p>
Aspire to University Trip	£620	<ul style="list-style-type: none"> • Exposure children to an accessible university • Give children the opportunity to experience university life/resources/campus etc • Children consider their possible futures 	<p>Trip was a success with very positive feedback form children-100% of them said they enjoyed the trip:</p> <ul style="list-style-type: none"> • Before the trip only 5 children had visited a university • Before the trip 63% of children had a aspiration to go to university when they were older, after the trip this increased to 85% • Before the trip 45% of children believed they would be able to attend a university when they were older, after the trip this increased to 75%
1:2, small group tuition and Pre-teaching	£32000	<ul style="list-style-type: none"> • Increasing children's love of writing and/or numeracy • Increase of key skills for individual children • Increase in confidence of pupils own skills • Increasing progress in numeracy or writing level • Increasing children's love of writing and/or numeracy through engaging with ICT 	<p>Autumn tuition results Y6: Reading: 92% Made expected progress 46% Made accelerated progress</p> <p>Writing: 100% Made expected progress 53% Made accelerated progress</p> <p>Maths: 97% Made expected progress</p>

		<ul style="list-style-type: none"> • Increase in collaborative working and mutual support for children • Increase confidence and engagement in literacy and numeracy lesson 	<p>11% Made accelerated progress</p> <p>Pre-teaching Y6: 94% Made expected progress 46% Made accelerated progress</p> <p>Pre-teaching Y5: Maths- 88% Made expected progress, 18% Made accelerated progress Writing- 95% Made expected progress, 20% Made accelerated progress</p> <p>Spring tuition results Y5: Reading: 90% Made expected progress 10% Made accelerated progress</p> <p>Writing: 80% Made expected progress 25% Made accelerated progress</p> <p>Maths: 71% Made expected progress 4% Made accelerated progress</p> <p>Pre-teaching Y5: Maths- 83% Made expected progress, 33% Made accelerated progress Writing- 71% Made expected progress, 14% Made accelerated progress</p> <p>Summer tuition results Y3: Reading: 90% Made expected progress 67% Made accelerated progress</p> <p>Writing: 83% Made expected progress 21% Made accelerated progress</p> <p>Maths: 93% Made expected progress 20% Made accelerated progress</p> <p>Summer tuition results Y4: Reading: 63% Made expected progress 25% Made accelerated progress</p> <p>Writing: 100% Made expected progress 14% Made accelerated progress</p> <p>Maths: 71% Made expected progress 14% Made accelerated progress</p> <p>Pre-teaching Y5: Maths- 100% Made expected progress, 45% Made accelerated progress Writing- 89% Made expected progress, 44% Made accelerated progress</p>
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<p>HLTA Interventions</p>	<p>£13000</p>	<ul style="list-style-type: none"> • Quick short term interventions • Fill the knowledge 'gaps' in mathematics and phonics • Increase fluency and regularity in reading 	<p>Year 3 Autumn Term: Core subject support: 56% made expected progress, 44% made accelerated progress</p> <p>Year 4 Autumn Term: Writing: 65% made expected progress, 4% made accelerated Reading: 75% made expected progress, 25% made accelerated</p> <p>Year 5 Autumn Term (Only autumn 2): Writing: 100% Made expected progress Maths: 91% Made expected progress 18% Made accelerated progress</p> <p>Year 6 Autumn Term: Reading: 100% Made expected progress 25% Made accelerated progress Maths: 100% Made expected progress 25% Made accelerated progress</p> <p>Year 3 spring Term: Class focus support Reading: 97% progressed by 4 step or more this academic year Writing: 79% progressed by 4 step or more this academic year Maths: 83% progressed by 4 step or more this academic year</p> <p>Year 4 Spring Term: Writing: 94% made expected progress, 17% made accelerated Reading: 94% made expected progress, 17% made accelerated</p> <p>Year 5 Spring Term: Writing: 60% Made expected progress Maths: 56% Made expected progress, 11% Made accelerated progress</p> <p>Year 6 Spring Term: Reading: 100% Made expected progress, 25% Made accelerated progress Maths: 84% Made expected progress 44% Made accelerated progress</p> <p>Year 3 Summer Term: Class focus support Reading: 80% made expected progress 20% made accelerated progress Writing: 100% made expected progress Maths: 60% made expected progress 20% made accelerated progress</p> <p>Year 4 Summer Term: Reading: 83% progressed by 6 step or more this academic year 44% made accelerated progress Writing: 56% progressed by 6 step or more this academic year 38% made accelerated progress</p> <p>Year 5 Summer Term: Writing: 60% progressed by 6 step or more this academic year Maths: 100% progressed by 6 step or more this academic year, 38% made accelerated progress</p> <p>Year 6 Summer Term: Reading: 100% progressed by 6 step or more this academic year, 67% made accelerated progress Maths:72% progressed by 6 step or more this academic year 28% made accelerated progress</p>
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Coaching for staff and Boosting for children	£21400	<ul style="list-style-type: none"> • Increase teacher effectiveness • Developing standards of teaching for RQTs and HLTAs • Increase subject knowledge • Improved outcomes for children in literacy and numeracy 	<ul style="list-style-type: none"> • 1x HLTA coaching completed • Intensive coaching support completed for 1 teacher • 1 teacher mentored through the Developing Teacher Programme <ul style="list-style-type: none"> ○ Good and better teacher judgements as a result ○ Improved progress data results in the classroom • 1 x teacher intensive support and coaching in Spring 1 <ul style="list-style-type: none"> ○ Improvement in behaviour management, classroom organisation • Maths boosting from January 2018 <ul style="list-style-type: none"> ○ Maths boosting from January ○ 88% made expected progress, 63% have made accelerated progress ○ 100% increase in number of children at expected standard at SATs
Quiet space resources	£0	<ul style="list-style-type: none"> • Positive transition into Y3 • Increased enjoyment with school • Increase self-esteem and confidence • Increase social skills • Increased friendship groups 	No items were required for this
Support with educational visit costs	£1455	<ul style="list-style-type: none"> • Allow children a range of experience outside of their normal experiences • Give children opportunities outside of the classroom 	<ul style="list-style-type: none"> • 10 requests for partial funding help agreed
Power of 1 and Power of 2 books/ Timetables	£500	<ul style="list-style-type: none"> • Increased speed in core number skills • Increased mathematical skills • Parental/School links 	<p>Year 6 Autumn Term: 100% Made expected progress 33% Made accelerated progress</p> <p>Year 5 Autumn Term: 100% Made expected progress 36% Made accelerated progress</p> <p>Year 4 Autumn Term: 84% Made expected progress 5% Made accelerated progress</p> <p>Year 6 Spring Term: 100% Made expected progress 67% Made accelerated progress</p> <p>Year 5 Spring Term: 82% Made expected progress 18% Made accelerated progress</p> <p>Year 4 Spring Term: 73% Made expected progress 61% Made accelerated progress</p> <p>Year 3 Spring Term: 81% Made expected progress 61% Made accelerated progress</p> <p>Year 6 Summer Term: 93% Made expected progress 86% Made accelerated progress</p> <p>Year 5 Summer Term: 100% Made expected progress 36% Made accelerated progress</p> <p>Year 4 Summer Term: 54% Made expected progress</p>

			15% Made accelerated progress Year 3 Summer Term: 90% Made expected progress
Change partnership counselling	£4000	<ul style="list-style-type: none"> External support Support for children and families 	<ul style="list-style-type: none"> 3 families supported in Autumn 3 families supported in Spring 5 families supported in Summer <p>Feedback from families: 100% thought that the counselling was useful 100% felt supported by the counselling 100% would recommend the counselling to others</p>
Focused maths intervention (Success @arithmetic) resources	£1000	<ul style="list-style-type: none"> Develop recall of key facts Fluency in mathematics Children having a secure range of strategies for calculation and arithmetic 	Year 5 Autumn Term: 92% Made expected progress 33% Made accelerated progress
Focused maths intervention (Success @number)	£7800	<ul style="list-style-type: none"> Develop recall of key facts Fluency in mathematics Children having a secure understanding of number and the number system Small group intervention in Y4 Autumn Term only 	Year 4 Autumn Term: 85% Made expected progress 23% Made accelerated progress Year 3 Autumn Term: 100% Made expected progress 78% Made accelerated progress
Meeting basic needs	£60	<ul style="list-style-type: none"> Increase children's concentration Reflection time to talk 	<ul style="list-style-type: none"> £60 spent across the year Children better able to focus and concentrate for session 2 in the day
Lexia	£1665	<ul style="list-style-type: none"> Improve phonic knowledge Improve spelling Improve reading speed Improves oral development 	<p>Autumn: Year 3: 33% of children make expected progress in the system Year 4: 100% Made expected progress, 33% Made accelerated progress Year 5: 84% Made expected progress, 16% Made accelerated progress Year 6: 100% Made expected progress, 70% Made accelerated progress</p> <p>Spring: Average units gained per child:</p> <ul style="list-style-type: none"> Year 3 - 172 Year 4 - 246 Year 5 - 143 Year 2 - 217. <p>Y3: 96% Made expected progress, 30% Made accelerated progress Y4 86% Made expected progress, 24% Made accelerated progress Y5 Spring Term 67% Made expected progress, 27% Made accelerated progress Y6 Spring Term 100% Made expected progress, 43% Made accelerated progress</p> <p>Summer: Y3: 68% Made expected progress, 36% Made accelerated progress Y4 76% Made expected progress, 38% Made accelerated progress Y5 87% Made expected progress, 27% Made accelerated progress Y6 100% Made expected progress, 79% Made</p>

			accelerated progress
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Total funding received	£122,000
Total funding spent	£112,020
Funding remaining	£9980

Pupil premium progress over Autumn Term

Year 3:

- 76% progressed by 2 step or more this academic year in reading.
- 19% made accelerated progress
- 86% progressed by 2 step or more this academic year in writing.
- 14% made accelerated progress
- 86% progressed by 2 step or more this academic year in maths
- 29% made accelerated progress
- 83% of pupils progressed by 2 step or more overall
- 21% made accelerated progress

Year 4:

- 93% progressed by 2 step or more this academic year in reading.
- 27% made accelerated progress
- 80% progressed by 2 step or more this academic year in writing.
- 20% made accelerated progress
- 87% progressed by 2 step or more this academic year in maths
- 7% made accelerated progress
- 87% of pupils progressed by 2 step or more overall
- 18% made accelerated progress

Year 5:

- 77% progressed by 2 step or more this academic year in reading.
- 19% made accelerated progress
- 86% progressed by 2 step or more this academic year in writing.
- 14% made accelerated progress
- 86% progressed by 2 step or more this academic year in maths
- 29% made accelerated progress
- 83% of pupils progressed by 2 step or more overall
- 21% made accelerated progress

Year 6:

- 100% progressed by 2 step or more this academic year in reading.
- 28% made accelerated progress
- 97% progressed by 2 step or more this academic year in writing.
- 31% made accelerated progress
- 97% progressed by 2 step or more this academic year in maths
- 17% made accelerated progress
- 98% of pupils progressed by 2 step or more overall
- 25% made accelerated progress

Pupil premium progress over Spring Term

Year 3:

- 86% progressed by 4 step or more this academic year in reading.
- 18% made accelerated progress
- 68% progressed by 4 step or more this academic year in writing.
- 9% made accelerated progress
- 64% progressed by 4 step or more this academic year in maths
- 27% made accelerated progress
- 73% of pupils progressed by 4 step or more overall
- 18% made accelerated progress

Year 4:

- 88% progressed by 4 step or more this academic year in reading.
- 44% made accelerated progress

- 94% progressed by 4 step or more this academic year in writing.
- 38% made accelerated progress
- 88% progressed by 4 step or more this academic year in maths
- 31% made accelerated progress
- 90% of pupils progressed by 4 step or more overall
- 38% made accelerated progress

Year 5:

- 85% progressed by 4 step or more this academic year in reading.
- 20% made accelerated progress
- 75% progressed by 4 step or more this academic year in writing.
- 25% made accelerated progress
- 75% progressed by 4 step or more this academic year in maths
- 15% made accelerated progress
- 78% of pupils progressed by 4 step or more overall
- 20% made accelerated progress

Year 6:

- 94% progressed by 4 step or more this academic year in reading.
- 58% made accelerated progress
- 90% progressed by 4 step or more this academic year in writing.
- 48% made accelerated progress
- 94% progressed by 4 step or more this academic year in maths
- 45% made accelerated progress
- 93% of pupils progressed by 4 step or more overall
- 51% made accelerated progress

Pupil premium progress over 2017-18

Year 3:

- 96% progressed by 6 step or more this academic year in reading.
- 41% made accelerated progress
- 82% progressed by 6 step or more this academic year in writing.
- 18% made accelerated progress
- 73% progressed by 6 step or more this academic year in maths
- 36% made accelerated progress
- 84% of pupils progressed by 6 step or more overall
- 32% made accelerated progress

Year 4:

- 81% progressed by 6 step or more this academic year in reading.
- 31% made accelerated progress
- 94% progressed by 6 step or more this academic year in writing.
- 38% made accelerated progress
- 56% progressed by 6 step or more this academic year in maths
- 6% made accelerated progress
- 77% of pupils progressed by 6 step or more overall
- 21% made accelerated progress

Year 5:

- 85% progressed by 6 step or more this academic year in reading.
- 20% made accelerated progress

- 75% progressed by 6 step or more this academic year in writing.
- 40% made accelerated progress
- 75% progressed by 6 step or more this academic year in maths
- 30% made accelerated progress
- 77% of pupils progressed by 6 step or more overall
- 30% made accelerated progress

Year 6:

- 94% progressed by 6 step or more this academic year in reading.
- 50% made accelerated progress
- 91% progressed by 6 step or more this academic year in writing.
- 63% made accelerated progress
- 91% progressed by 6 step or more this academic year in maths
- 63% made accelerated progress
- 93% of pupils progressed by 6 step or more overall
- 59% made accelerated progress

Craft and Cookery feedback

- Pre-club only 33% of the children said they were looking forward to junior school, this rose to 75% by the end of the club.
- 87% of children liked the activities, 0% disliked the activities
- 93% of the children liked the leaders
- Before the club only 56% of children felt happy about coming to Moulsham Juniors now, this increased to 87% once the club had finished.

Parental Comments:

- It did make them look forward to coming to the juniors more.
- This club really helped with becoming familiar with the juniors and made it a very easy transition for them. It definitely made them feel more confident about coming to school.
- They loved it, they have come out happy and positive after each session. Thanks for providing it.
- They are more confident in the school and where things are. It has helped them to settle in and made the transition easier.
- I think it helped. It made the school and some teachers more familiar to them and therefore less scary. I think it are a fantastic idea and provision and I am very grateful to all those involved. Thank you!
- It made them less shy, more confident and helped of course. All are fabulous.
- He loved it, it were a great idea for them. I think it helped them to adjust to MJS.
- He was very nervous starting but the club have been an enormous help, they looked forward to it each week and it helped them to feel comfortable. Mrs C and Mrs F have been fantastic, they have really benefitted from the club. They have really reassured them.
- They said the teachers were very nice and they really enjoyed it. Thank you.
- It helped with transition and familiarisation to new school. They said it was very good and the staff were excellent.

Art Therapy Autumn 2017



I ran a pottery and craft group on Thursday afternoons at Moulsham Junior School.

There were two groups of children who attend these groups.

Four children from Year 4 and four children from Year 6.

These children were selected for a range of different reasons. During the term we did different activities, mostly pottery, but all using motor skills.



We have made pottery frames, Christmas trees and Christmas decorations. We have also made jam jar lanterns and lino prints.



All these children seem to respond well to doing something in school away from the classroom. They are small groups so the quiet ones are able to interact better and the more boisterous ones are helped to work more quietly alongside each other.



Year 4

Child A Not at all confident and often very self-critical and negative about themselves. They really enjoyed their time in this group and was able to make some lovely items that they were very proud of.

Child B Needed to be focused. They really enjoyed this group and worked hard. They were very pleased with their finished work and couldn't wait to get their pieces home.

Child C They were very loud and had a few very noisy outbursts. However they were able to focus when encouraged. Seemed pleased with their finished pieces.

Child D They come out of their shell as the weeks went by. They were extremely eager to take their work home and found it a bit difficult when they had to wait a few weeks.

Year 6

Child A At first they did not want to join the group. However when I suggested that they just came for one week and saw what it was like they agreed. They enjoyed what we did and then attended the rest of the sessions. They were very particular about how / what they had made and seemed to be pleased with his finished work.

Child B They were extremely quiet and very timid on the first session. They didn't seem to want to join in at first, however over the following weeks they opened up, worked hard and made some lovely pieces.

Child C They were a very enthusiastic participant. They worked well and hard and were very able. They were very pleased with their finished work and were eager to take them home.

Child D They really enjoyed these sessions. They worked hard with confidence and concentrated well. They made some lovely finished pieces with which they were very pleased with.

Art Therapy Spring / Summer 2018



During the term we did different activities, mostly pottery, but all using motor skills.



We made clay animals, hanging fish and leaves.

Art Therapy Summer 2018

Year 3

Child A She really enjoyed her time in this group and was able to make some lovely items that she was very proud of.

Child B. She really enjoyed this group and worked hard. She was very pleased with her finished work and couldn't wait to get her pieces home.

Year 4

Child C She was a very loud child. She found it hard to focus and didn't like to be told what to do. She did, however make and finish all her pieces.

Child D She was a quiet and hard working girl. She seemed to really enjoy the sessions and was extremely eager to take her work home.



Year 6

Child A She did not enjoy the first session. The following week she chose not to come, it was discussed with her and the teacher and she decided not to come again.

Child B This child was extremely enthusiastic and really enjoyed these sessions. She was really pleased with her finished pieces.

Child C He really enjoyed these sessions and did very well. He has had difficulties in whole class settings but thrived in a smaller group. He was really pleased with his finished pieces.

Child D He really enjoyed these sessions and was very enthusiastic and had fun.



Social Skills and Self-Esteem Intervention Autumn 2017-18

Year 3	They have been able to express who are important to them and why, and contributed well to group discussions. They are always very bright and open about their emotions and what the roots to having these feelings are. After guidance from peers looking at different outcomes, they were able to identify and explain what making the right choice would be in scenarios.
Year 3	They have expressed uneasiness around transitions and changes, such as leaving them adult in the morning, and having a different teacher in the classroom. However during the course of the term, they have shown pride in how they have handled these situations better and regulated their emotions.
Year 3	They have brought more of their own ideas forward after each session, displaying an ability to think independently as well as work alongside others to make informed judgements on various social scenarios, and generating stories on the spot in collaboration with ideas from peers.
Year 3	They are eager to please and contribute their ideas to the group. Their level of eye contact during group discussions and 1:1 conversations is gradually improving. Their advice for social situations was positive and moral.
Year 4	They have opened up in 1:1 conversations about challenges in their personal life and have visibly become more settled once they have had the opportunity to talk about these. They have been able to identify lots of things that make them awesome, and discuss these within the group.
Year 4	They have been able to identify their close friends and where conflicts have occurred with them over the term, they have spoken about them within the group and listened to the advice of others. They were able to identify many things that they are awesome at and are always enthused to work within the peer group to discuss these.
Year 4	They have arrived at each session enthusiastic to get started on the activities and initiate conversations with their peers. They have been able to identify what should go into a healthy friendship and explained why they get on with their close friends.
Year 4	They have not been a regular attender, eye contact with their peers and adults is something to continue to work on

Social Skills and Self-Esteem Intervention Spring 2018

Year 3	He has grown to be enthusiastic when talking about his strengths inside school, as well as his interests outside of school. By use of a brilliant book, he has been able to see his progress documented which I feel has given him a boost and strive to achieve.
Year 4	He has shown ability to self-reflect in relation to when and why he has felt different emotions, quickly becoming comfortable in sharing his experiences. His maintenance of eye contact during conversation has improved over the course of the term. Use of a brilliant book has also allowed him to see his achievements documented which has visibly improved his self-esteem.
Year 4	She has recently began attending this intervention, and from the start has shown eagerness to share her thoughts, feelings and experiences in a reflective manner. She has identified a key peer group and spoken about the dynamics of this both in class and in play. She displays pride in her academic and personal achievements.

Social Skills and Self Esteem Intervention Summer 2018

Year 3	They have opened up significantly over this term about their personal strengths out of school. We are continuing to identifying those within school with the same level of confidence.
Year 4	They have continued to talk openly about their experiences and emotions. Having a designated time to talk about their personal interests is something that has benefitted them and may continue to as they make the transition to Year 5.
Year 4	I have seen their self-confidence grow significantly over this term. They have displayed feeling more secure in friendships after discussions exploring that area.