

Outcomes and Impact Measures Toolkit: Guidance Notes

Identified Gap	Intended Outcome(s)	Possible Measures	Interventions used within Stirling
<p>Linked to barriers identified through data and illustrated in contextual analysis.</p>	<p>What change do you want to see for learners? How much change? Who are target group? By when?</p>	<p>How will you know the change is an improvement?</p>	<p>What do you plan to do?</p>
<ul style="list-style-type: none"> Where are the gaps in your contextual analysis? In terms of your data: what do you see? (FACTS) What do you think about it? (STORY) What do you need to do? (ACTION) Ensure you are using the lens of poverty. Consider your gap in relation to within school gaps, compare with Stirling data or with national data. 	<ul style="list-style-type: none"> What do you want to change? What are your desired outcomes? Outcomes will need to be SMART – specific, measured, achievable, realistic and timed. They should be learner focused. Consider: <ul style="list-style-type: none"> Who will experience the change? It should be learners based. How is it going to change? This should be a term such as increase, improve, raise, reduce, enhance, etc. What will change? Will be knowledge behaviour, skills, understanding, awareness, etc. By when will it change? This should be dated or provide a time period. Always think ‘So What?’ Is what we are trying to do going to improve outcomes for learners? Targeted groups should be based on gaps due to poverty or improving equity. 	<ul style="list-style-type: none"> Do NOT use all of the measures in each section. Consider what is relevant to your context and what you are trying to change. Think about having more than one piece of evidence for your intervention. By triangulating your data you are ensuring your evidence of improvement is as robust as it can be. The HGIOS 4 triangle of evidence may be useful to think of. There are the 5 key indicators we are considering: attainment, attendance, inclusion/exclusion, participating and engagement (in every lesson to beyond school such as widening opportunities outwith school). You need a baseline for your measures. Make sure you have this before you start your intervention. Are the measurements part of your every day or usual practice? How will you know your change is leading to improvement? It can be helpful to consider what better looks like or sound like. 	<p>Stirling-based examples of interventions with reference to schools who have implemented these. Some of examples are from Raising Attainment Champions projects.</p> <p>Examples from Raising Attainment Champions projects are available on The Source.</p> <p>If you would like to look outward to see additional interventions which are research informed, this can be found on the Excellence and Equity GLOW tile.</p> <p>You will also find information about research-based interventions on:</p> <ul style="list-style-type: none"> National Improvement Hub Education Endowment Foundation Stirling Equity Toolkit

Health and Wellbeing

Identified Gap	Intended Outcome(s)	Possible Measures	Interventions used within Stirling
Linked to barriers identified through data and illustrated in contextual analysis.	What change do you want to see for learners? How much change? Who are target group? By when?	How will you know the change is an improvement?	What do you plan to do?
Attendance/Late-coming	<p>To increase attendance of all of the targeted group of learners to over 90% by June 2019.</p> <p>Who? Target group of children impacted by poverty – all. How? Increase to 90% What? Attendance When? June 2019</p> <p>To reduce the number of children in the below 80% attendance band by 50% by June 2019.</p> <p>Who? Children whose attendance is below 80% How? Reduce no of children by 50% What? Attendance When? June 2019</p> <p>To increase punctuality of targeted group to that of less than 6 lates per year by June 2019.</p> <p>Who? Targeted group of learners How? Increase What? Punctuality When? June 2019</p>	<ul style="list-style-type: none"> Tracking of attendance data of target group pre, during and post support. Increase of attendance by target group of children at breakfast club on a weekly basis or termly basis. Tracking of late-coming will show a reduction from pre to post intervention for children supported. Perceptions of engagement with family link worker showed through SHANARRI web or Likert scale questions. This could be parents, child, family link worker and/or teacher's views. Will highlight improved engagement in scale. Perception of engagement in learning for specific classes or subjects for learners – using the Leuven Scale and moving from 1 or 2 to 3 or 4 in scale or could use attendance at these particular classes if at secondary. Again this could be teacher or child's views. 	<ul style="list-style-type: none"> Breakfast Club (Stirling HS). Family link worker/Health and Wellbeing Officer (Wallace HS; East Plean PS; Bannockburn PS, Bannockburn HS; Cowie PS; Borestone PS; Braehead PS; Cornton PS). Focused attendance group (East Plean PS).

Parental Engagement

Including families requiring support to ease stressors caused by bereavement, financial challenges, trauma, alcohol/drugs use/misuse, care experienced, divorce/separation.

Most learners from families supported by *** will come to school more able to access the curriculum as the support that is being provided to their family eases family stressors and so pressure on learners. This will be by June 2019.**

Who? Learners from families supported by *

How? Increase/more able

What? Ability to access the curriculum

When? June 2019

There will be an increased number (50% to 75%) of learners reporting that they are motivated to learn whilst at school by June 2019. Focus will be on working with parents to increase learning at home.

Who? Learners

How? Increase from 50% to 75%

What? Motivated to learn

When? June 2019

Learners and families will feel less isolated as appropriate supports will be signposted and accessed. This will ensure that learners are able to engage in learning more readily by June 2019.

Who? Learners and families

What? Increase

What? Access to supports and engagement

When? By June 2019

- Increased attendance at TAC meetings by identified families – tracked throughout school session.
- Participation of target group parents in programmes such as Family Connect.
- Parents report feeling more confident in supporting learning through Programme surveys taken throughout intervention
- More children report learning at home with parents – pre, during and post measure.
- Leuven scale shows improved engagement by pupils in learning at school – completed by Class teacher – improvement by at least 2 levels.
- SHANARRI webs shows improvement in specific areas – pupil, parent or teacher views.
- Observation of children whose families are being supported and whether they are on or off task (pre, during and post support).
- Family are accessing support from an increased number of partner agencies – measure pre and post
- Increase number of partner agencies reporting that families are engaging with them meaningfully compared to * prior to support.
- All families who are supported attended their child's parents evening compared to * prior to support.
- Likert questions and scales will show an improvement in scale.
- Family Link Worker/Health and Wellbeing Officer/Social Worker/EAL Family Worker (Riverside PS).
- Bespoke workshops for parents and children in literacy and numeracy. E.g. Numbers Club for parents and children (St Ninians RAC).
- Drop-in ICT sessions for parents and children (Bridge of Allan PS)
- Music Therapy for children and parents (St Mary's PS, Bannockburn).
- Maths or Story Sacks to support learning at home (Thornhill PS)
- Develop a Family Room which is accessible for parents – a safe space for them. (East Pleian PS).

Readiness for Learning

All children in P4 will be able to more effectively settle to task on almost all occasions within 10 minutes of returning from interval or lunch by June 2019.

Who? All children in P4

How? More effectively

What? Be on-task within 10 minutes of returning from interval or lunch

When? June 2019

80% of children within the HWB Group/Nurture Group will improve their understanding of strategies to allow them to more readily engage in learning in their own class by June 2019.

Who? 80% of children within HWB Group

How? Improve

What? Their understanding of strategies and readiness to engage in learning

When? June 2019

To enhance targeted learners ability to regulate their own behaviour with the help of a trusted adult/self-regulate their own behaviour in particular situations by June 2019.

Who? Targeted learners

How? Enhance

What? Self-regulate their behaviour

When? June 2019

- Observations of randomly selected group of children within P4 class will show they are on-task within 10 minutes of returning from interval and break.
- Leuven scale of engagement by class teacher of class on a daily basis will show improved level of engagement over time – increase from 2-4 in scale.
- Children's perceptions of culture of class using a Likert Scale will improve from * to *.
- Number of times particular supports are used by class teacher or pupils e.g. deep breathing, relaxation, specific routines, etc. will increase.
- Reduced number of incidents within class after breaks.
- Tracking and monitoring will show improved attainment across *** for all children.
- Children's survey shows that children feel their environment is suitable for learning – pre and post intervention using a scaling question.
- Children report an increase in feeling 'safe' within their playground using the SHANARRI web.
- Observation of children within their HWB group and within their own class will show they are able to put the strategies they have learned into practice in almost all occasions.
- Drawings and writing from the HWB group illustrate an increase in number of strategies that children are able to access to support their learning.
- Class context and environment is altered to suit the needs of class – specific routines put in place, decoration is less stimulating, groupings, etc (BorestonePS; Riverside PS).
- Playground interventions put in place e.g. music, adult supports, playground buddies/mentors, different activities on offer, etc. (Borestone PS; Riverside PS).
- Relaxation programmes.
- SLA support at specific times.
- Creation of HWB club (Dunblane PS).
- Creating a culture within classes of growth mindsets (S Grant) and Whole Class Nurture (Callander PS).
- Specific resources: BounceBack (Cambusbarron PS), Draw and Talking support (Doune PS), Friends for Life.
- Whole school programmes: Nurture Approach (St Ninians PS), Neuro-Sequential Model of Education (Raploch PS).
- Breakfast club.
- Peer mediators and KITBAGS (Bridge of Allan PS).

		<ul style="list-style-type: none"> • Reduced exclusions from * to * for individual children. • Decrease in demerits/referrals or increase in merits. • Standardised measures of connectedness or belonging to school will show improvement over time. • Likert scales will show improvement in perception of engagement or readiness for learning pre and post intervention. 	
<p>Skills within Health and Wellbeing</p> <p>Emotional literacy Communication Teamwork Self-esteem Confidence Resilience</p>	<p>To increase almost all children’s knowledge and skills in understanding their own emotions/teamwork/communication by June 2019.</p> <p>Who? Almost all children How? Increase What? Knowledge and understanding When? June 2019</p> <p>To raise all P7 children’s and confidence and expectation of a successful transition to secondary school by June 2019. This confidence will be maintained in S1.</p> <p>Who? All P7 children How? Raise What? Expectations and confidence in a successful transition When? By June 2019 and December 2019</p> <p>To increase all children’s skills in developing and maintaining friendships in P5 by June 2019.</p> <p>Who? All children in P5 How? Increase What? Skills for friendships When? June 2019</p>	<ul style="list-style-type: none"> • Assessments from any programme being completed (pre and post and if appropriate during) will show improved knowledge and understanding. • Stirling’s children’s wellbeing scale will show an increase in scores for almost all children (pre and post intervention; then again in Dec 19 to measure if score maintained). • Other standardised assessments could be utilised such as PASS (cost implication). • SHANARRI web – perceptions of children, parents and teacher will improve. • Boxall Profile will illustrate improved skills in areas such as prosocial behaviours for specific children (cost implication). • Observations of targeted children showing an increase in use of emotional vocabulary pre and post intervention. 	<ul style="list-style-type: none"> • Introducing a Whole School or Class Nurture Approach • HWB or Nurture Group • Introducing mental health ambassadors (Doune PS). • Staffing: <ul style="list-style-type: none"> • Health and Wellbeing Officer. • Social Worker (Raploch PS). • Counsellor services (Bannockburn HS; St Modans HS). • Outdoor learning teacher (Fintry PS; Buchlyvie PS). • Music therapist (St Mary’s PS) • Programmes: <ul style="list-style-type: none"> • Emotion Works (resilience and emotional literacy). • Seasons for Growth (bereavement and loss). • Growth mindset (resilience and emotional wellbeing). • BounceBack (resilience). • Draw and Talking (1:1 for emotional wellbeing).

To improve targeted group of children's ability to manage their anxiety and continue to access their learning by June 2019.

Who? Targeted group of children

How? Improve

What? Skills in managing anxiety and accessing learning

When? June 2019

- Observations of all/random sample of children showing an improved ability to problem solve situations by talking/prosocial skills/positive interactions, etc. – will increase over time.
- Reduction in incidents reported to SMT.
- Reduction in incidents reported to parents for targeted group of children or increase in positive communications to parents.
- Use of Likert Scale questions to show improved perception of pupils in terms of confidence, self-esteem, etc.
- Evaluations and assessment carried out by other providers –it is helpful to advise partners on outcomes expected and ask how they will measure and show improvement as part of the contract negotiations and before any contract begins.
- Leuven scale shows an increase in engagement – pupil and/or teacher perception. Could be pre and post or could be used as a run chart. Increase by 1-2 levels.
- Tracking and monitoring of attainment will show an increase for the targeted class or children.
- Improved attendance from *% or *% is expected.

- Lego therapy (East Plein PS).
- Peer Mediators.

Widening access to opportunities such as sport, healthy eating, cost of the school day

To raise all children's awareness of health eating and its impact on their lives by June 2019.

Who? All children in school

How? Raise

What? Awareness of healthy eating

When? June 2019

To increase access to different sports over 2019/20 for a targeted group of children and improve fitness levels. Access to sports will be sustained through community club access following supports.

Who? Targeted group of children

How? Increase

What? Awareness of sporting opps within community

When? Over a 6 month period

All children in identified group will have opportunities to access a wider range of opportunities to increase confidence and provide opportunities for success.

To improve study skills and confidence in exam skills for learners in S4-6 in ** area of Stirling by March 2020.**

Who? Learners in S4-6 from **** area of Stirling

How? Improve

What? Study skills and confidence

When? March 2020

- SHANARRI web – perceptions of children, parents and teachers will improve by at least 2 bands when appropriate.
- Bleep test will show improvement pre and post intervention.
- Children's attendance at different sporting activities will increase from start of year to end of year.
- More children will access the healthy tuck shop over the year.
- Survey of children will show increased understanding in importance of healthy eating and lifestyles.
- Likert scales will show improvement in a specific question/s asked about importance of sport and healthy eating.
- Following access of breakfast club, group of targeted children will be more able to engage in learning as shown by Leuven Scale improvements.
- Follow up survey of children accessing community clubs in December 2020 to assess longitudinal impact of access to sports in school.
- Baseline of young people's views and frequency of studying pre, during and post intervention.
- Increase in number of young people attending study skills café in **** area.
- Likert scale question on confidence in studying and sitting exams.
- Comparison of results expected for young people targeted to attend Study Skills Café and what they achieve.
- Breakfast Club.
- Healthy Eating clubs (Raploch PS).
- Sports Development Worker (SISS, Millhall).
- Outdoor learning teacher (Fintry PS; Buchlyvie PS).
- Playground interventions based on sport and activity (Raploch PS).
- Study Skills Café (Wallace HS).

Literacy

Identified Gap	Intended Outcome(s)	Possible Measures	Interventions used within Stirling
Linked to barriers identified through data and illustrated in contextual analysis.	What change do you want to see for learners? How much change? Who are target group? By when?	How will you know the change is an improvement?	What do you plan to do?
Reading	<p>By June 2020, ...% of targeted/ whole class P1 children will achieve early level reading.</p> <p>Who? Targeted group of P1 children How? Increase in % What? Achieve early level reading When? June 2020</p> <p>By June 2020, ...% of targeted learners are on track within their progression pathways for reading.</p> <p>Who? Targeted group of learners How? Increase in % What? On track with progression pathways for reading and writing When? June 2020</p> <p>By June 2020, a targeted group of learners show an increased engagement in reading for enjoyment during 'independent reading times'.</p> <p>Who? Targeted group of learners How? Increase What? Engagement in reading for enjoyment When? June 2020</p>	<ul style="list-style-type: none"> • Teacher judgment/evidence will show improvement from * to *. • Observations through learning visits will show increase in effective teaching of reading. • Assessments through individual reading programmes will show children are on track with peers e.g. RWI 6 weekly assessments. • Accelerated progress evidenced through tracking using progression pathways. • SNSA data will show improvement over time for class group (longitudinal progress). • Number of parents attending phonics workshop will increase from previous year by 20%. • Parental feedback on child's progress will improve with the majority of parents participating in at least one feedback activity e.g. at parent's evening, sharing learning events, snapshots. 	<ul style="list-style-type: none"> • Read Write Inc (P1-3). • Freshstart (P4-7) (Abefoyle PS; Strathyre PS; Thornhill PS; Callandar PS). • Reflective reading (Callande PS; Doune PS; Newton PS). • Jolly phonics. • Accelerated reading (P3-7) (Deanston PS; Strathyre PS). • SUMDOG Literacy (Strathblane PS). • New reading books (Bridge of Allan PS; Aberfoyle PS; Allans PS; Borestone PS; Buchclyvie PS; East Plean PS; St Ninians PS; Strathblane PS). • Reading Ambassadors (East Plean PS). • Author visits (East Plean PS). • Library equipment and furniture (East Plean PS).

- Learner feedback on progress with reading will illustrate improved confidence e.g. focus group, learner conversations, Pupil Parliament.
- Reduction in number of children requiring 1-1 support.
- Increase in number of children achieving individualised targets on Child's Plan – increase to all children from most children.
- Analysis of standardised assessments demonstrates increased reading attainment.
- Increase in borrowing books at library visits (pre and post intervention).
- Increase in pupils self-report about reading enjoyment e.g. Learner conversations, Motivation for reading questionnaire, Leuven Scale of Engagement.
- Teacher observations of targeted group during discussions about texts will illustrate improved descriptive language and depth of understanding (termly review/ observation).
- Parents report children's reading outside of school increases from pre to post intervention.

<p>Talking and Listening/ Vocabulary</p>	<p>By June 2020, there is a reduction in the gap between age equivalent and actual vocabulary scores for the target groups in P1-3.</p> <p>Who? Target group of learners in P1-3 How? Reduction What? Gap between age equivalent and actual vocabulary scores When? June 2020</p> <p>By June 2020, teacher judgement demonstrates and increase in attainment in talking and listening to over 85% in P4 and P7.</p> <p>Who? Learners in P4 and P7 How? Increase What? Talking and listening to over 85% When? June 2020</p>	<ul style="list-style-type: none"> • Observed increased use and understanding e.g. technical words, descriptive words, subject specific vocabulary, social, emotional language. • Standardised assessments (as advised by Speech & Language Therapy Service) show improved vocabulary pre and post and during if appropriate. • Increased range of vocabulary being used orally and in writing – observation and analysis of jotters. • Observed understanding of concepts pre and post intervention. • Attainment in SCQF Talking assessments increases. • Standardised assessments (such as YARC & BPVS) shows accelerated improvement for targeted learners. 	<ul style="list-style-type: none"> • Word Aware and SLT time (Callander PS; St Marys PS). • Early Childhood Educator – learning through play approach (Riverside PS; Our Lady’s PS). • FoCAL and SLT (Raploch PS; Cornton PS; Cowie PS).
<p>Writing</p>	<p>By June 2020, there will be an increase to ...% of a targeted group of learners achieving second level in writing.</p> <p>Who? Targeted group of learners How? Increase in % What? Achieving second level in writing When? June 2020</p> <p>By June 2020, 85% of children in P4 are on track within their progression pathway for writing.</p> <p>Who? Children in P4 How? 85% of children (increase) What? On track with within their progression pathway for writing When? June 2020</p>	<ul style="list-style-type: none"> • Teacher judgment demonstrates improved levels of attainment from previous session. • SNSA in P1, P4 & P7 demonstrates progress over time. • Standardised assessments show improvements pre and post intervention. • Learner journals/jotters demonstrate learners are achieving individualised targets set on weekly basis. • Scottish Criterion Scale trackers for assessed pieces of writing demonstrate accelerated progress. 	

	<p>Children in the targeted group increase by at least two levels in the Scottish Criterion Scale by June 2020.</p> <p>Who? Children in the targeted group How? Increase What? By two levels in the Scottish Criterion Scale When? June 2020</p>		
<p>Spelling</p>	<p>By June 2020, almost all learners in the target group demonstrate accelerated progress in spelling, increasing standardised score to over 90 in SWST.</p> <p>Who? Learners in the target group How? Almost all show an increase What? Accelerated progress in spelling shown by standardised test score of over 90 in SWST When? June 2020</p>	<ul style="list-style-type: none"> • Standardised assessments e.g. SWST, GL assessment, BPVS demonstrate increased attainment pre and post intervention. • Ongoing tracking and monitoring of spelling attainment indicates level of progress is increasing. • Evidence of spelling skills transferred to written work (error analysis shows reduction in errors). • Nessy spelling placement assessments will show accelerated improvement. 	<ul style="list-style-type: none"> • Clicker • Nessy Spelling (Newton PS; St Ninians PS; Thornhill PS; Cornton PS RAC. • Dyslexia Intervention Software (Strathblane PS; Strathyre PS).

Numeracy

Identified Gap	Intended Outcome(s)	Possible Measures	Interventions used within Stirling
<p>Linked to barriers identified through data and illustrated in contextual analysis.</p>	<p>What change do you want to see for learners? How much change? Who are target group? By when?</p>	<p>How will you know the change is an improvement?</p>	<p>What do you plan to do?</p>
<p>Maths Skills</p>	<p>By June 2020, % of the targeted group of pupils achieve the appropriate phase of the developmental numeracy framework related to their age and stage.</p> <p>Who? Targeted group of pupils How? Achieve What? Appropriate phase of developmental numeracy framework related to their age and stage When? June 2020</p> <p>All pupils in the target group will achieve at least 2 phases above their baseline level by June 2020.</p> <p>Who? Targeted group How? Achieve What? At least 2 phases above their baseline level When? June 2020</p> <p>Attainment in numeracy in P7 increases from ___% to over ___% by June 2020.</p> <p>Who? P7 learners How? Increase What? Attainment in numeracy When? June 2020</p>	<ul style="list-style-type: none"> Tracking progress from baseline assessment indicates accelerated progress. Increase in individual targets being achieved in fortnightly assessments will increase to almost all children. Longitudinal teacher judgement data will show improvement. Observations of children using materials and improved ability to explain reasoning for calculations pre and post intervention. Run charts show steady improvement towards targets. Observation of pre and post use of concrete and abstract skills. 	<ul style="list-style-type: none"> Number Talks (Callander PS) RIC pilot (St Ninians PS; Raploch PS). Numicon (Aberfoyle PS; Deanston PS; Strathyre PS). Range of concrete materials (rekenrek, bead strings, ten frames etc.). CGI approaches (Bridge of Allan PS). Maths Recovery. Sumdog (Stirling HS, Kippen PS). Family numeracy sessions (St Ninians RAC Project). Number Clubs (Bridge of Allan PS). Play-based learning approaches (St Mary's PS). Jo Boaler training (Buchlyvie PS; Fintry PS).

	<p>By June 2020, ___% of targeted learners are on track within their progression pathways for numeracy.</p> <p>Who? ___% targeted learners How? On track to achieve What? Within their progression pathways When? June 2020</p> <p>By June 2020, the target group will be more able to evidence that they can complete work abstractly within the four operations (within first level.)</p> <p>Who? Targeted group How? More able What? To evidence they can complete work abstractly within the 4 operations (within first level). When? June 2020</p>		
<p>Maths Mindset</p>	<p>Almost all pupils in the target group demonstrate increased resilience in numeracy/mathematics by the end of the 5 week project. This is sustained over the academic year in June 2020.</p> <p>Who? Targeted group of pupils How? Increase What? Resilience in numeracy/mathematics When? By the end of the 5 week project and also in June 2020.</p>	<ul style="list-style-type: none"> • Maths Mindset assessment shows improved mindset for all in target group. • Myself as a learner assessment will show improved confidence in skills as a learner. • Pupil focus group –improved positive attitude and perseverance towards maths will be illustrated (Likert scale). • Parents involved in intervention group report increased confidence in their child as well as their own ability to support their child. • Pupils in sample group able to articulate and demonstrate a wider range of strategies to solving problems – pre-and post intervention as well as June 2020. 	

- Leuven scale shows improved engagement by pupils in learning at school – completed by Class teacher – improvement by at least 2 levels.

Example of use of Outcomes and Measures for Pupil Equity Funding

Identified Gap	Intended Outcome(s)	Possible Measures	Interventions used within Stirling
Linked to barriers identified through data and illustrated in contextual analysis.	What change do you want to see for learners? How much change? Who are target group? By when?	How will you know the change is an improvement?	What do you plan to do?
Family Engagement in Learning	By June 2020 almost all learners within the identified group feel more supported by parents with their learning.	<ul style="list-style-type: none"> Increased attendance at TAC meetings by identified families. Participation of target group parents in Family Connect programme. Parents report feeling more confident in supporting learning. Pupils report learning at home with parents. 	Family Link Worker: <ul style="list-style-type: none"> Families Connect Family Cook School Play at home sessions Individual supports Signposting to other services Budget management Maths and Munch Paired reading project
Attendance and Lateness Levels	By June 2020 attendance of 85% of identified group is over 90% By June 2020, numbers of late arrivals at school is reduced by 50%	<ul style="list-style-type: none"> Attendance data – monthly tracking. Pupil tracking of their own attendance and arrival on time in target group. Late book – monitoring progress. Parental reporting to school increased. 	Family Link Worker: <ul style="list-style-type: none"> Links with families Bespoke supports SLA: <ul style="list-style-type: none"> Attendance focus group Daily check-ins
Attainment Levels in Literacy	By June 2020, 85% of children achieving expected milestones in writing.	<ul style="list-style-type: none"> Teacher judgment/evidence will show improvement in reading and writing. Observations through learning visits will show increase in effective teaching of writing. Scottish Criterion Scale trackers for assessed pieces of writing demonstrate accelerated progress. 	Additional teacher: <ul style="list-style-type: none"> Modelling Talk for Writing lessons (team-teach) Target group support 2x week P5, P6, P7