



## Primary Desirable Outcome Exemplars

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## My Attendance

<p><b>What can I do at the moment?</b> <i>What is my baseline?</i></p>	<p><b>By</b></p>	<p><b>What will I be able to do?</b> <i>What will I have achieved?</i></p>	<p><b>How will I achieve this?</b> <i>What interventions / support will be put in place?</i></p>	<p><b>PP+</b> <i>Amount of funding required: £ Please provide breakdown of cost (including if relevant – cost per session, number and frequency of sessions, itemised resources)</i></p>
<p><b>Context: Sam is arriving at school late on a daily basis but they are able to settle within class once they arrive.</b></p>				
<p>At the moment, I usually arrive after 9:30am. I find it really hard to get up in the mornings.</p>	<p>Week 6 of Autumn term (w/c xth October)</p>	<p>I will arrive at school by 9am for 70% of the time.</p>	<p>I will go to bed by an agreed time each evening (age appropriate) and follow my agreed settling routine. I will not have access to electronic devices (including a mobile) overnight. My carer will wake me up at xx am (agreed time) and I will leave home by the agreed time. Discrete meet and greet/acknowledgement with allocated member of staff team (eg pastoral team) on my arrival. Able to avoid busy playground / enter via a side door if this is an area of concern. Use of an agreed home and school reward system when I arrive at school by 9am each day. Use of a visual reward recognition eg star chart.</p>	<p>No funding requested.</p>
<p>At the moment, I arrive at school at 9am. <b>I usually do this for at least 3 or 4 days a week.</b></p>	<p>Week 11 of Autumn term (w/c xxth November).</p>	<p>I will consistently be arriving at school by 9am or before.</p>	<p>I will go to bed by an agreed time each evening (age appropriate) and follow my agreed settling routine. I will not have access to electronic devices (including a mobile) overnight. Supported by my carer, I will pack my school bag &amp; get my uniform ready each evening.</p>	<p>No funding requested.</p>

			<p>I will set my own alarm clock but my carer will still check that I am out of bed at the agreed time.</p> <p>I will leave home by the agreed time with my carer / the person taking me to school eg taxi.</p> <p>Discrete meet and greet/acknowledgement with allocated member of staff team (eg pastoral team) on my arrival.</p> <p>Able to avoid busy playground / enter via a side door if this is an area of concern.</p> <p>Use of an agreed home and school reward system when I arrive at school by 9am each day.</p> <p>Use of visual reward recognition eg star chart.</p>	
<p>At the moment, I arrive at 9am <b>every</b> day (as the bell is rung and everyone is lining up on the playground).</p> <p>I come in via the school Reception and see Mrs Smith rather than lining up with my class.</p>	<p>Week 3 of Spring term (w/c xxth January).</p>	<p>I will arrive at 8:45am and line up with my class for when the bell rings at 9am or be in school before (if completing a job).</p>	<p>Established routines to be maintained but adjusted to take into account needing to arrive at school a few minutes earlier.</p> <p>I will consider attending the school's breakfast club.</p> <p>Trusted adult (home and/or school) stays with me whilst I wait on the playground.</p> <p>I will meet my allocated buddies (peers) when I arrive on the playground / I will sit on the friendship bench when I arrive or.....</p> <p>I will carry out a before school job that necessitates me coming into school earlier eg deliver messages &amp; equipment from the office to classrooms before the school day starts.</p>	<p>No funding requested.</p>

Context: A Year 4 child is reluctant to attend school and running out of lessons when they do attend. They would benefit from catch up Maths support as Maths lessons are a trigger for flight behaviour & the main lesson which they run out of. Longer term they would benefit from increased support with social engagement and emotional resilience strategies.

<p>I only stay in the lessons I like. I don't want to do Maths because it is too hard and the other kids laugh at me and say I am stupid so I run out of class.</p>	<p>By Oct half term.</p>	<p>I will attend Maths booster sessions &amp; lessons as agreed on my personalised timetable to address my knowledge gaps and build my self esteem.</p>	<p>My class teacher will check that my regular class Maths work is suitably differentiated for the level which I'm at (stage not age). Quality First Teaching within class (supplemented with appropriate interventions as necessary) should always take precedence.</p> <p>My class teacher will check the class seating plan and ensure that I work near the front of the class, close to an adult and on a table with supportive peers.</p> <p>My class teacher will allow me to use a red/green card (meaning I do or don't need help or I do or don't need to leave the room) which I can turn over on my desk.</p> <p>My class teacher will agree with me a safe space that I can go to if I leave the room eg the front office or Library.</p> <p>My class teacher will look at my timetable with me &amp; we will agree when I can attend Maths booster sessions to bridge my knowledge gaps (these may or may not all be at the same time as my existing Maths lessons).</p> <p>My class teacher will ensure that (where possible) I am supported by an adult or a peer buddy when I stay in whole class Maths lessons.</p> <p>We may agree that for some of the whole class Maths lessons I may be able to complete an online educational Maths game which will help me acquire necessary Maths knowledge eg rapid recall of times tables.</p> <p>My class teacher will provide my carer with suggested activities to boost Maths knowledge which they can support me with outside of school. This may include log in details for whole school Maths initiatives eg Mathletics &amp; Times Tables Rockstars.</p>	<p>Funding may be required for a specific Maths intervention programme (if one is not already universally on offer within school) eg the Power of 2 Programme. The resources &amp; coaching manual allow anyone (including TAs) to deliver individual support to children with gaps in Maths learning, putting in place the building blocks of number and developing mental calculation skills.</p> <p><b>Example:</b>  <b>Power of 2 resource books (x 2 to start) = £40</b></p> <p><b>4-5 Maths intervention sessions per week. Each session lasting for approximately 15 minutes on a 1:1 basis. This could be with an existing member of staff or if an interventions employee is taken on, calculate the cost of them working with this particular Year 4 child eg 1.25 hours pw at a cost of £40 ph for 12 weeks (Autumn term) = £600</b></p>
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			<p>My class teacher will review how things are working at the end of every week and adjust the arrangements accordingly (APDR).</p>	<p><b>NB: Baseline assessment to be taken before the start of the intervention programme and again at the end to measure impact.</b>  Plus 1 and Power of 2 are suitable for children working at KS1 stage.  Programmes like Success@Arithmetic are suitable for those working within KS2 levels.  Please note that there are many other Maths intervention programmes available and the above is an example only.</p>
<p>I attend all of my Maths intervention sessions and stay in class (without running out) for <i>most</i> of the agreed Maths lessons. I still sometimes get into arguments with the other kids or run out when they say stuff to me.</p>	<p>By Feb half term</p>	<p>I will continue to follow my personalised Maths programme to narrow my learning gap from my starting point.  I will develop emotional resilience and social engagement strategies.</p>	<p>My end of term review against baseline shows that whilst the chosen Maths intervention programme is having a positive impact and my knowledge gap has narrowed, continuation with the scheme is needed.</p> <p>Emotional resilience &amp; social engagement strategies:-  My class teacher will deliver sessions on this as part of QfT and the Y4 PSHE's curriculum.  I will attend weekly ELSA sessions in school.</p>	<p><b>4-5 Maths intervention sessions per week. Each session lasting for approximately 15 minutes. This could be with an existing member of staff or if an interventions employee is taken on, calculate the cost of them working with this particular Year 4 child eg 1.25 hours pw at a cost of £40 ph for 12 weeks (Autumn term) = £600</b></p> <p>Weekly inclusion in school's ELSA sessions.  <b>No funding required as this is a universal offer at school to all children who need it.</b></p>

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## My Education

Baseline/What I can do already: At the moment I.....	By.....	What will I be able to do/What will have achieved?	How will I achieve this? What interventions/support will be put in place?	PP+
<p><b>Context: Abid is naturally quite shy and socially anxious. He is in Year 6 and has been at his current Primary School for the last 3 years. He feels secure here and does not want to leave. He is very worried about which secondary school he will be going to and fearful of starting in Y7.</b></p>				
I'm okay with Y6 but after that I don't feel okay. I don't know what secondary school I will have to go to and I don't want to leave this school.	October half term	I will have reduced my anxiety by attending the Y7 Open Evenings at some secondary schools. I will know which secondary schools have been applied for before the end of October deadline.	My carer (supported by my social worker and the Virtual School) will look at potential schools with me online. My carer will take me to visit a range of suitable secondary schools. School will complete work on "changes" as part of their PSHE curriculum and specific work on transitioning to secondary school will take place after Easter in Y6.	No funding requested.
I know which secondary school I am going to in September, but I really don't want to go there and would prefer to stay at this school.	End of summer term	I will have reduced my anxiety by having attended my secondary school's taster day in July. I will have completed a "transitions" booklet/programme so that I know what to expect at my new school. I will have attended at least one of the Y7 summer holiday activity days at my	I will attend the national "move up" day when all Y6 students spend a day at their new secondary school. If needed, my current trusted adult, can arrange for me to visit my new school before "move up" day. I can meet with key adults who will support me at secondary school such as my form tutor, student support officer and members of the pastoral / SEND team.	No funding requested.

		<p>new secondary school so that I can start to make friends and become used to my new surroundings. (NB: This is to take place during the summer holidays but to be arranged before the end of term).</p>	<p>With a trusted adult at my current school, I can complete a transitions booklet with the photographs, names and details of my new school and new staff.</p> <p>I can talk with current Y7 students at my new school to find out what it is really like and answer any questions which I may have.</p> <p>I can attend at least one Y7 summer activity event which my new school will hold in August.</p> <p>My current class teacher will liaise with my carer regarding dates etc.</p>	
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**Context: Alex is in Year 5 and only joined their school a few months ago. They have not yet secured their own group of friends nor have they joined any lunchtime or after school clubs.**

<p>I do not go to any clubs at the moment but I used to go to Gymnastics when I was younger.</p>	<p>By December.</p>	<p>I will try at least two of the lunchtime clubs over this term to see what I am interested in.</p> <p>I will try the Gymnastics after school club on a Tuesday.</p>	<p>My class teacher, Mr Jones will talk to me about the lunchtime and after school clubs available and help me choose two to try. He will introduce me to the adult who runs the activities.</p> <p>I will be able to attend with a buddy from my Year group who already goes to the club.</p> <p>Mr Jones will arrange for me to meet Jan who runs the after school Gymnastics Club and Nicky will pick me up from school after it finishes.</p> <p>Mr Jones will arrange for me to talk with some of the other Year 5s who attend.</p>	<p>No funding requested.</p>
<p>I like going to the after school Gymnastics club and the coach has said that I am really good at it.</p>	<p>By February half term.</p>	<p>I will start attending Jan's Gymnastics Team Training every Saturday at 11am so that I can improve my techniques even further</p>	<p>Nicky will take me to and pick me up from Jan's Saturday Gym Club. Jan will enter me for competitions when I am ready.</p>	<p>No PP+ funding has been requested as the cost of outside Gym sessions are met by the carer.</p>

		and start to enter competitions.	I will be able to share my in and out of school Gym successes in Assemblies and in the school newsletter. I will be able to act as a Gym “expert” and help Mr Jones when when my class has Gym lessons on Thursday afternoons.	
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## My Individual Needs

Baseline/What I can do already: At the moment I.....	By.....	What will I be able to do/What will have achieved?	How will I achieve this? What interventions/support will be put in place?	PP+
<p><b>Context: Riley has just started a new school and is experiencing unhappy break and lunchtimes. They have not yet made any friends and have been involved in several verbal disagreements with peers including incidents of pushing and shoving other children.</b></p>				
I don't have any real friends. All the others already seem to be in their own groups so I mostly sit outside by myself at break and lunchtimes and just watch. Some of the other kids have said bad stuff to me so I have slapped them and pushed them away.	By the end of October.	<p>I will have made at least one friend and improved my confidence and social skills from my starting point.</p> <p>I will have attended a social skills group for 35 minutes at least once a week (with up to 6 children) to learn and then practise the skills needed to develop and maintain friendships.</p> <p>I will have learnt what to say and do to successfully join a group/link up with a</p>	<p>Mrs Dale (Pastoral Lead) will collect me once a week (agreed time and day) to attend the social skills group (35 minutes at least once a week in a small group of no more than 6 children).</p> <p>Miss Robinson (teaching assistant) will check on me daily at break and lunchtimes and support me in positively joining in with others.</p> <p>Miss Robinson and my class teacher will ensure that I have a buddy at break and lunchtimes.</p> <p>Together we will devise a timetable of activities eg being allowed inside on a Wednesday lunchtime with a buddy to</p>	<p><b>LDA Socially Speaking Resources Book and Boardgame = £40</b></p> <p>NB: Baseline assessment to be taken before the start of the intervention programme and again at the end to measure impact.</p>



		<p>person that I would like to spend playtime with.</p> <p>I will have learnt what is appropriate to say and do when someone is unkind towards me.</p>	<p>help set up the classroom for Art and to complete some mindfulness colouring; trialling Lego Club on Monday lunchtime and Homework Club on Friday lunchtime. Miss Robinson will introduce me to the staff member running the club and take me along to the first session(s).</p>	
<p>I have got one friend now called Casey and I like going to the Lego Club on Mondays as I build whatever I want by myself with no-one bothering me.</p>	<p>By the end of the Autumn term.</p>	<p>I will continue attending my social skills group at least once a week so that I can complete the "Let's be friends" section and begin the "Let's practise" section.</p> <p>This will help me to make more friends and to be able to keep them.</p> <p>I will continue to put into practise my social skills, only seeking adult support when I need to (and from a wider variety of adults eg midday supervisors).</p> <p>I will continue to attend the Lego lunchtime club but use what I have learnt to engage with peers.</p>	<p>Continue attendance on the Socially Speaking programme.</p> <p>Discrete checks by Miss Robinson at break and lunchtimes.</p> <p>Other staff eg midday supervisors to be aware, observant &amp; supportive as required.</p> <p>Review my timetable (what I do at lunchtimes and breaktimes) as this will now include more unstructured sessions where I play with others.</p>	<p>No funding requested.</p>

Context: Jay is in Year 2. Their teacher has noticed that they have difficulty starting, progressing and finishing tasks. This is a daily issue and ongoing throughout the course of each day. They always look straight at the teacher and are not talking/do not appear distracted when whole class instructions are given. Previous in school assessments have not indicated any cognitive and learning needs.

<p>I forget what I have been asked to do and just don't seem to be able to get on with the work like everyone else but I am not stupid.</p>	<p>By half term.</p>	<p>I will have begun to improve my working memory and auditory processing by having short, regular intervention sessions each week (eg during assembly times).</p> <p>I will have begun to use visual checklists and aide memoires every day to support me in knowing what to do for each task.</p> <p>I will be able to self start a piece of work following my visual checklist.</p>	<p>Jay to work with an adult for 15 minutes at least 3 x each week, carrying out exercises to develop his auditory attention. Example:-the adult reads a group of 3 words, they then read a second time and miss out one word. Can Jay spot which word was missed out? Jay to build up his ability to follow multi-step instructions through fun activities eg colour in a flag: colour background yellow, add a red star, add a blue stripe etc Class teacher to keep instructions clear, brief and avoid too many steps at once. Follow QfT practices and if necessary stop the class mid lesson for a mini plenary or to give further instructions at that point.</p> <p>Class teacher to consider Jay's seating position in class; to produce aide memoires, visual checklists eg write title &amp; date, image of ruler to remember to underline, use of other visual aids eg story planners, beg mid and end; mind maps and use of word banks if word finding is an issue.</p> <p>The carer to consider taking Jay for a hearing test to rule out hearing issues.</p>	<p>Auditory Processing Activities book for teachers, Jefferies &amp; Jefferies 1991, ECL Publications <b>£70 requested from PP+ funding.</b></p> <p>Other free online auditory memory activities and printable resources. No funding required.</p> <p>NB: Baseline assessment to be taken before the start of the intervention programme and again at the end to measure impact.</p>
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			Consider contacting the LA's NHS Foundation Trust's Speech & Language Team for resources and support and/or a referral.	
<p>I can now self start most activities following the visual checklist which my teacher has given me. Usually I can continue working for 5-10 minutes without asking for adult help about what to do next. I still find it difficult to remember all the steps to complete if my teacher says lots of long instructions.</p>	<p>By the end of the Autumn term.</p>	<p>I will continue being able to self start a piece of work following my visual checklist and then sustain the activity for at least 10 minutes without seeking adult help.</p> <p>I will be able to follow the 4 Bs approach: brain, book, buddy and then boss to work more independently.</p> <p>(With support), I will be able to use a timer to remind me when I need to have finished my work by.</p> <p>I will have more (quantity) correctly completed pieces of work (with no steps missed out) than at the beginning of the term.</p>	<p>I will follow my visual checklist setting up my page correctly and then begin the task.</p> <p>I will use visual aids, wordbanks and resources to support me to continue with my work.</p> <p>I will use my "brain" ie use the auditory attention skills which I have been working on to remember what I have been asked to do.</p> <p>I will use my "book" ie the resources or prompts written down explaining what I have to do.</p> <p>I will use my "buddy" ie check with a friend if I am not sure if the work I am doing is what I have been asked to do.</p> <p>I will only call upon the "boss" ie the teacher or TA if I have tried all of the other 3 Bs and I am still unsure what to do.</p>	<p>No funding requested. School has own mini timers that children can use.</p>

# My Achievements

Baseline/What I can do already: At the moment I.....	By.....	What will I be able to do/What will I have achieved?	How will I achieve this? What interventions/support will be put in place?	PP+
<p><b>Context: Nikodem is a very able writer targeted to achieve the greater depth level (GDS) at the end of KS2 however his current writing level is (EXS) expected and his progress has stalled. He appears to be coasting as the Spring term progresses.</b></p>				
<p>I am good at writing and have written loads of different genres such as stories, poetry, information texts and persuasive writing. I will get a good grade and don't need to worry about KS2 SATs.</p>	<p>By the end of February.</p>	<p>I will consistently be writing with the reader in mind. I will use more powerful descriptive language and techniques eg metaphors, similes and personification in order to paint a vivid picture for the reader and bring my writing to life.</p>	<p>I will attend 5 QFT (quality first teaching) English lessons each week and complete the differentiated writing tasks which my class teacher has set for me and the most able writers' group. I will use my Descriptosaurus (including for homework) to extend and build upon the descriptive language which I use within my work.</p>	<p>Purchase a Descriptosaurus = <b>£20</b></p>
<p>I use more powerful descriptive language within my work now but my teacher has said that to aim for the greater depth level I need to demonstrate the use of different tenses and to consistently use the full range of higher level punctuation.</p>	<p>By the end of June.</p>	<p>I will consistently be using the full range of higher level punctuation eg colons, semi-colons and parenthesis (correctly more often than not throughout my writing) to meet the criteria to be a GDS writer.  I will use a range of taught techniques to deliberately create interest, suspense and dramatic effect. I will demonstrate that I can effectively handle different tenses and</p>	<p>For two of my five English lessons each week, I will join Mrs Henderson's most able writing group within the Library (for approximately 10 weeks) to consolidate the GDS writing techniques taught so far eg using the full range of sentence structures, complex &amp; simple, subordinate clauses, changing the order of sentences eg starting with an adverbial phrase, controlling the deliberate switching between tenses and so on</p>	<p>No funding requested.</p>

control changing between them through the use of literacy devices such as flashbacks.

**Context: Shakira is in Year 2. She has recently come on in leaps and bounds with her ability to read: decoding unknown words however she is not making the expected attainment and progress in reading comprehension and she is not predicted to reach the expected, end of KS1 standard.**

I am quite good at reading now and sound out words which I've never seen before.  
I don't know what every word means and sometimes when my teacher asks, I can't explain why a character behaves in the way that they do or predict what might happen next.

By end of October.

My reading comprehension skills will have improved from my starting point (baseline assessment). I will score higher on the termly PIXL reading tests.

I will have expanded my vocabulary knowledge by knowing the meaning of at least 25 new words and I will be able to use them correctly within the context of a sentence.

I will attend a Reading Rocketeers intervention group for 30 minutes at least twice a week.  
I will write down words that I don't know the meaning of in "My Magpie Book" and I will either ask an adult what the word means or look it up.  
I will try and use at least one of my new words in context within my writing each week.

Purchase of Reading Rocketeers books 5 x £35 = **£175**

There is no-one at school to deliver the sessions so an intervention teacher has been employed.  
She will run 2 x 30 minute sessions each week with 6 children for a 10 week period.  
Her rate is £40ph.

£40 x 10 = £400. There will be 4 children in total in the group so tuition PP+ funding requested for Shannequa is **£100**

NB: Baseline assessment to be taken before the start of the intervention programme and again at the end to measure impact.

I am scoring higher now on the reading

By February half term.

I will be able to use skimming and scanning

Skimming & scanning techniques and higher level comprehension skills

No further funding requested.

<p>comprehension tests and I know what lots of new, big words mean like teeming and quaint.</p> <p>I still find it hard (in guided reading lessons) to explain why a character behaves as they do or to predict what might happen next.</p>		<p>techniques to go back and re-read the relevant part of a text in order to answer a comprehension question.</p> <p>I will be able to use the PEE technique which I have been taught (point, evidence, explain) to answer inference questions (eg why a person behaved in a certain way or why a particular thing happened) based on what I have read so far.</p>	<p>such as PEE will be delivered to Shakira through whole class Q&amp;T guided reading sessions.</p>	
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