

Pupil premium grant proposed expenditure: Dodworth

Report to governors: 2018/19

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (full time)	226
Total number of pupils eligible for PPG	32
Total amount of PPG received	£40,540

Projected spend and planned activity following Pupil Premium audit:

Item/project	Cost	Objective	Outcome / Evaluation
Support Staff – interventions Overtime	£18,408 £3,160	Intervention programmes enables pupils to make progress that matches or exceed the cohort average.	TA support effective in supporting disadvantaged pupils. Pupil Premium data is analysed every Benchmark (5 times a year) to review effectiveness and any additional actions put in place. Support Plans created for all disadvantaged pupils are kept outlining additional support given. Reading has been targeted in the upcoming academic year, data demonstrated the least progress was made in this area of the curriculum. The data will be analysed to enable bespoke interventions to be put in place to support the progress of reading for all identified pupils.
Additional Support Teacher	£12,960	To raise attainment and progress of disadvantaged pupils in upper KS2 through targeted support.	Disadvantaged pupils to close progress gap to their peers by the end of Year 6 to be at least in line with non-disadvantaged pupils.
Attendance / welfare officer	£2,595	Supporting a range of vulnerable pupils in school who are eligible for PP for attendance issues/ working with parents in relation to pupil welfare. Assist HT in analysis of attendance data. Sending letters when attendance falls below given level. Home visits and panel meetings Researching positive methods used nationally to engage parents to ensure and raise school attendance. Allow additional time to ensure the attendance and punctuality of pupil premium children is high. Development of rewards scheme for all pupils.	Additional social and emotional support for PP children. Range of intervention in place to support PP children with social and emotional needs.

Resources	£200	Extra resources to support the PP children.	Resources to support life skills group purchased and group held on a weekly basis.
Attendance / behaviour rewards	£200	To increase attendance throughout school through provision of meaningful prizes and rewards.	Improved attendance figure.
Inclusion lead support activities: <ul style="list-style-type: none"> - Progress monitoring - Coaching - Welfare - PP drop in support 	£10,437	Ensuring the intervention sessions are of an excellent standard and staff have the knowledge and ability to continue teaching the children. Supporting a range of vulnerable pupils and families in school who are eligible for PP. All CAFs (for FS2 and KS1 and KS2). All Section 14 and 47 Early Health assessments Sign posting to other agencies Co-ordinating support for families Supporting / carrying out safeguarding procedures.	Interventions monitored and progress data analysed to ensure effectiveness of intervention. TAC meetings held half termly for all pupils with CAF's in place Core groups and CPC attended with reports provided. Referrals to other professionals eg SALT, OT, Physio, Disabled children's Team TADs completed ensuring all pupils are supported effectively. Regular meetings with professionals scheduled and completed to discuss concerns and identify next steps.
Bruce Dyer before school club	£740	Range of sports offered to children. Health and fitness promoted.	School experience for all children is positive. PP children engage in as wide a range of activities as possible.
CPD	£250	To increase staff understanding and awareness of strategies to support the needs of pupil premium children.	All staff to have a greater understanding.

Total PPG received	£40,540
Total planned PPG expenditure	£48,950

Interventions currently in place include;

Catch Up Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners.

Catch Up® Numeracy involves 15-minute individual sessions delivered twice a week. It is grounded in academic research and addresses 10 key components of numeracy:

- ✓ Counting verbally
- ✓ Counting objects
- ✓ Reading and writing
- ✓ Hundreds, tens and units
- ✓ Estimation
- ✓ Word problems
- ✓ Translation
- ✓ Remembered facts
- ✓ Derived facts
- ✓ Ordinal numbers

It is suitable for all struggling learners whose Number Age is significantly below their Chronological Age and is designed for use with struggling learners aged 6-14, rather than beginner learners.

Time to talk has been specifically created to teach and develop social interaction skills and improve oral language skills for children aged between 4-6 years old.

Time to talk contains over 40 sessions which are designed for children who will be seen two to three times each week. The book will also help teachers to develop the basis of interaction with the help of a friendly and approachable character, Ginger the Bear who is a core feature in all of the activities.

Jump Ahead a joint initiative between the Inclusion Support Team, Occupational and Physiotherapy Services, is a graded intervention programme devised for children with motor co-ordination difficulties. The handbook was devised to support schools in meeting the needs of these children, focusing on sensory motor integration and perceptual motor skills. The introduction provides theoretical background and guidance, with the programme itself comprising three termly stages, which are colour coded. Each stage incorporates five focus areas with five tasks for each area, providing a range of activities for developing skills. Each activity outlines the task, its purpose, equipment required and suggested observation points. Progress is monitored throughout the programme and includes a pre and post assessment

Toe By Toe® is a highly systematic page-by-page and step-by-step series of activities in one book, delivered one-to-one, with instructions for the 'coach' provided for each activity. It deliberately takes learners right back to the beginning of phonics and works up from there, based on the observation that many learners with difficulties seem never to have got the hang of phonics. Unusually, many of the stimuli are non-words, in order to focus learners' attention solely on decoding and avoid guessing based on any other 'cue'. It is intended that learner and coach should work through the entire scheme, however long that takes, and then graduate to simple reading books.

Benchmarking is an essential resource to accurately track and assess pupils' reading progress across the whole school, ensuring consistent and accurate levelling in reading. PM is a highly supportive reading programme for teachers, giving the reassurance that every child can succeed, as well as the ability to accurately measure reading progress and meet National Curriculum and Ofsted requirements. Introduce PM as a whole-school reading programme, use it as a reading intervention tool or simply top-up your library. PM also complements existing reading schemes.

Lego Therapy therapy is a social development programme which helps children with social communication difficulties, such as Asperger's Syndrome. The programme is based on the highly structured, systematic and predictable nature of LEGO play which makes it appealing to children with social communication difficulties who are particularly attracted to systems.

Much more than simply playing with LEGO bricks, LEGO therapy includes the presence of a therapist who guides the children and encourages them to address and resolve their problems. Through LEGO therapy, children can learn to communicate with others, express their feelings, change their behaviour, develop problem-solving skills and develop a relationship with the world around them.

Wellcomm is a Speech and Language Toolkit for Screening and Intervention in the Early Years: it plays a crucial role in identifying children with potential language difficulties and offers a range of customised intervention activities to help support their language development.

Easy to administer and score, the screening tool uses a unique traffic light system to help practitioners understand the child's current level of speech and language and to provide a pathway for action, ensuring every child gets the support they need.

Musical Intervention is an interactive approach primarily for developing social and communication skills for primary age children.