

Woodthorpe J.I. Pupil premium strategy statement (primary)

1. Summary information					
School	Woodthorpe J.I.				
Academic Year	2016-17	Total PP budget	£60,476	Date of most recent PP Review	07.11.16
Total number of pupils	210	Number of pupils eligible for PP	40	Date for next internal review of this strategy	June 2017
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving Expected or above in reading, writing & maths (or equivalent)			57%	53%	
Overall progress measure in reading			0.75	0	
Overall progress measure in writing			-3.93	0	
Overall progress measure in maths			1.04	0	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	ASD, ADHD diagnosis or undiagnosed symptoms 5 children				
B.	SEND – EHCP				
C.	EAL/ English not used by all adults ay home or standard of English used at home 5 children				
D.	Writing barriers: Unable to construct sentences /poor sentence structure 6 children; Unable to identify errors in own writing/ proofreading 4 children; concept of how to demarcate clauses 3 children; omission of words and lack of knowledge of technical language (EAL) 1 child; spelling 2 children; Unable to blend and segment for writing 2 children; Unable to spell phase words 2 children				

E.	Reading barriers: Unable to blend/segment 10 children; Unable to match phoneme to grapheme, 3 children; Unable to read common exception words 2 children ; reading words jumbled and not making sense (feels the words are moving on the page) 1 child	
F.	Reading Comprehension barriers: Unable to make inference and deduction from texts 9 children	
G.	Maths barriers: Number identification 4 children; Unable to use number bonds, times tables 3 children; Understanding of place value 7 children; Knowledge of tables and fractions 1 child	
H.	Speech and Language 6 children; Language to interact with peers 1 child	
I.	Social and emotional needs 7 children	
J.	Fine motor skills 6 children; handwriting – sizing of letters and presentation 1 child	
K.	Concentration engagement and interest; daydreaming and fidgety; immaturity 5 children	
L.	Behaviour not conducive to learning/ appropriate social interactions 4 children	
M.	Confidence/self-esteem 8 children	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
N.	Turmoil/previous turmoil in home life 8 children	
O.	Attendance of PP children 8 children	
P.	Support from home e.g. homework is not effective 8 children	
Q.	Child in Need 1 child	
R	Inappropriate influences from home 2 children	
4. Desired outcomes (<i>Desired outcomes and how they will be</i>		Success criteria
A.	Access to learning full curriculum	Teaching methods that facilitate access.
B.	Fulfil long term outcome statements of EHCP	Short term statements of EHCP

C.	Improve speaking, listening, understanding, reading and writing in English.	Reach grade A by the end of year 5. Improvement of a grade per each school year.
D.	Able to compose a sentence orally, write it legibly, and reread to check. Be able to blend and segment for writing; Be able to identify errors and know strategies to correct these.	To use vocabulary and construction expected of their age. Write expected phonemes for age. Corrections evident in child's writing.
E.	Be able to blend and segment for reading. Be able to read using phoneme/grapheme correspondence. Learn common exception words and be able to recognise these in texts	Read expected phonemes for age. Able to match phonemes to graphemes expected for his/her age. Read common exception words appropriate to age.
F.	Improved reading comprehension – retrieval, deduction and inference.	Make deductions and draw inference from text
G.	Be able to identify numbers, use number bonds, times tables and place value to solve problems accurately.	Use the mathematics appropriate to their age.
H.	Improve clarity of speech. Attain statements in Language Steps level 5. Improved verbal classification.	Clearly use sounds specified in Provision plan. Level 5 statements attained. Complete sets 1-6 in Talking Semantics.
I.	Be able to manage own behaviour/feelings- sharing , turn taking, listening	To continue a conversation making relevant contributions, sharing, taking turns and not dominating. Show improvement on SDQ baseline.
J.	Improved pencil grip; make progress in cursive /pre-cursive	Write for sustained period of time.
K.	Child able to learn in full range of lessons.	Improved concentration.
L.	Improved behaviour enables child, and other children, to learn in lessons and form appropriate friendships with others.	Targets on IEP for behaviour met.

M.	Improved confidence/self-esteem allow children to learn more effectively and form appropriate friendships with others.	Nurture group targets.
N.	Affected children make good progress, achieve their targets, becoming independent, successful learners.	Children achieve expectations for their age. Children are able to learn independently.
O.	Improved attendance	Attendance above 95%
P.	Improved parental support	Parents act to school's suggestions to improve child's learning.
Q.	Needs identified in child in need plan met, de-escalated to CAF	fCAF in progress

5. Planned expenditure					
Academic year		2016-17			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Lead practitioner trained = SENCO. Both advise teachers on in-class support	Ofsted 2014 – high quality additional support NFER report meeting individual needs	Discussion with teachers at IEP reviews	SENCO	At IEP reviews- Oct, Feb, May and half termly updates
B	In class actions from IEPs	NFER report meeting individual needs	Discussion with teachers at IEP and EHCP reviews	SENCO	At IEP reviews- and annual EHCP review
C	In class strategies based on EAL assessment.	NFER report meeting individual needs	Observation from EAL lead on learning walks. Checking progress of children at PPMs	EAL lead	PPMs – 5 a year (beginning of half terms starting with Autumn 2)

D	<p>Guided writing focus Rotating activities Writing support resources – frames, scaffolds. Differentiated and supported activity Quality write Feedback/gap tasks</p>	<p>Ofsted 2014 – high quality additional support, Skilled and well trained TAs. EE Toolkit Small group teaching NFER report meeting individual needs</p>	<p>Learning walks, lesson observations, planning and book scrutinies</p>	<p>English co-ordinator</p>	<p>PPMs</p>
E	<p>Personal targets GPS activities Daily phonics TA support in class Reduced class size</p>	<p>Ofsted 2014 – high quality additional support, Skilled and well trained TAs EE toolkit phonics</p>	<p>Learning walks, lesson observations, planning and book scrutinies</p>	<p>English co-ordinator</p>	<p>PPMs</p>

F	<p>Guided reading and related activities Small group comprehension lessons, comprehension cards Reciprocal reading with follow up comprehension tasks Teach & discuss the language of questions (literal, inferential etc.). Modelled inference & deduction</p>	<p>Ofsted 2014 – high quality additional support, Skilled and well trained TAs EE Toolkit Reading comprehension strategies EE Toolkit Small group teaching</p>	<p>Learning walks, lesson observations, planning and book scrutinies</p>	<p>English co-ordinator</p>	<p>PPMs</p>
G	<p>Talk for Maths in all lessons Specific arithmetic teaching 1 day per week.</p>	<p>Ofsted 2014 – use best teacher to improve English and Maths EE Toolkit Small group teaching NFER meeting individual</p>	<p>Learning walks, lesson observations, planning and book scrutinies</p>	<p>Maths co-ordinator</p>	<p>PPMs</p>

	<p>Problem solving lesson every other week. In class booster from teacher. Problem solving woven into most maths lessons. Personalisation in class –small group support with activities, access to resources, specific homework and resources, positive reinforcement, seating and group allocation, differentiated tasks In 4 lessons.</p>	Needs.			
H	S&L targets used in day to day class work	NFER report meeting individual needs	Learning walk	SENCO	S&L within IEPs reviews
I	Sensitivity and class strategies for dealing with needs. In class groupings PSHE/ circle time	EE Toolkit social and emotional learning NFER report meeting individual needs	Learning walk, observation of pupil	INCO	After learning walks - termly

J	Quality write activities with class teacher Differentiated activity in whole class handwriting	Ofsted 2014 – high quality additional support	Learning walks, lesson observations, planning and book scrutinies	English co-ordinator	PPMs
K	Encouragement to focus from additional adults in class KS1 Use of fidget balls etc. Specific introductions/ reiterating instructions, explanations from teacher.	Ofsted 2014 – high quality additional support, Skilled and well trained TAs EE Toolkit social and emotional learning NFER report meeting individual needs	Learning walk, observation of pupil	INCO	After learning walks - termly
L	Behaviour management rewards and sanctions. Supporting specific IBP targets.	SFT Toolkit behaviour intervention EE Toolkit social and emotional learning	Learning walk, observation of pupil	INCO	After learning walks - termly IBP reviews
M	PSHE, Circle time Class groupings Praise, teacher focus Activities to promote good self-esteem	EE Toolkit social and emotional learning	Learning walk, observation of pupil	INCO	After learning walks - termly

O	In class monitoring of attendance daily and alerting office and attendance officer if there are concerns	NFER addressing attendance	Attendance improves	Attendance officer (DLP)	Weekly
P	Materials and information sent home to support parents/carers re homework	National audit Office survey EE Toolkit parental involvement	More homework is completed and to a higher quality.	Class teacher	Feedback to PP champion for PP review.
R	PSHE 'It's alright to be different' running through all areas. British values taught PREVENT teaching in class when appropriate. assemblies	EE Toolkit social and emotional learning	Fewer inappropriate comments made. Children talk positively about others.	DSL	Reviewed whenever there is a concern and also in HT and DHT safeguarding supervision.
Total budgeted cost					£32,000 (internal staff)
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

A	Lead practitioner + SENCO design specific support and interventions.	Ofsted 2014 – high quality additional support, Skilled and well trained TAs	Progress data – baseline to end of unit. Observation of nurture groups.	SENCO	End of each unit for nurture groups.
B	IEP input 1-1 and small group teaching by lead practitioner	Ofsted 2014 – high quality Skilled and well trained TAs support, EE Toolkit Small group teaching	Observation of teaching. IEP review.	SENCO	At IEP reviews or agreed end of specific intervention.
C.	Paired writing, focus on structure & planning, grammar and word order – extra teacher. Whole word approach to language learning. New vocabulary; phonics focus & dictation m- extra teacher and extra TA. Talking semantics	Ofsted 2014 – high quality additional support, Skilled and well trained TAs EE Toolkit Small group teaching	Progress through EAL statements. Progress towards age related expectations.	EAL lead	PPMs fed back to EAL lead.

D	Booster group withdrawn with TA Target led intervention – small group Target led teacher intervention groups Y 3, Y4, Y5 and Y6	Ofsted 2014 – high quality additional support, Skilled and well trained TAs EE Toolkit Small group teaching	Learning walk or lesson observation. Evaluation of progress at agreed date for end of intervention e.g. 5 weeks after start of intervention	PP champion	Reviewed at the end of interventions – approximately half termly.
E	Separately taught phonics - Booster group with teacher Booster group withdrawn with TA Spelling Rapid phonics/ e.rapid phonics Peer tutoring	Ofsted 2014 – high quality additional support, Skilled and well trained TAs EE Toolkit Small group teaching EE Toolkit peer tutoring EE toolkit phonics	Learning walks, lesson observations, children's progress in phonics (see class records)	English co-ordinator	PPMs
F	Extra guided reading groups with teacher. Extra guided reading with TA. Comprehension-reading retrieval and deduction and inference – one to two or one to three with TA.	National audit Office survey working small groups with class teacher SFT Toolkit Reading comprehension strategies. EE Toolkit one to one teaching; small group teaching	Learning walks, children's progress in reading. Reported achievement in peer tutoring	English co-ordinator	PPMs

G	Target led intervention groups Y3, 4, 5 and 6. Maths booster , target based led by TA One to one individual number activities	Ofsted 2014 – high quality additional support, Skilled and well trained TAs EE Toolkit one to one teaching; small group teaching	Learning walk or lesson observation. Evaluation of progress at agreed date for end of intervention e.g. 5 weeks after start of intervention	PP champion	Reviewed at the end of interventions – approximately half termly.
H	Classification activities (Reception) Minimal Pairs (+ SALTWORKS therapist activities) led by TA. Speech and language therapy. Talking Semantics – TA Speed for Talking TA S&L with writing TA	Ofsted 2014 – high quality additional support, Skilled and well trained TAs EE Toolkit one to one teaching; small group teaching	Progress fed back to SENCO	SENCO	IEP reviews
I	Nurture groups led by TA overseen by Inclusion co-ordinator	Ofsted 2014 Skilled and well trained TAs EE Toolkit social and emotional learning	Learning walk, observation of pupil	INCO	After learning walks - termly

J	Small group interventions with extra teacher or TA	Ofsted 2014 – high quality additional support, Skilled and well trained TAs EE Toolkit one to one teaching; small group teaching	Class teacher observation and feedback from TA	Class teacher	Half termly report to English co-ordinator in PPMs
K	IEP input where appropriate - TA	Ofsted 2014 Skilled and well trained TAs EE Toolkit Small group	Learning walk, observation of pupil	INCO	After learning walks - termly
L	Individual behaviour plan with specific targets. Nurture group led by TA Weekly input from Inclusion co-ordinator	Ofsted 2014 Skilled and well trained TAs EE Toolkit behaviour intervention; social and emotional learning	Learning walk, observation of pupil. IBP review	SENCO	IBP review
M	Nurture group targets led by TA	Ofsted 2014 Skilled and well trained TAs EE Toolkit social and emotional learning	Learning walk, observation of pupil	INCO	After learning walks - termly

O	Celebrations assemblies and rewards for attendance Spotlight on Attendance instigated	NFER addressing attendance EE Toolkit parental involvement	Attendance improves	Attendance officer	Weekly checks Annual review with attendance governor
P	SATS club	Ofsted 2014 best teachers to improve Maths and English	Ks 2 results, recent progress	Y6 teacher/ HT	End of year review
Q	CP plans, fCAF in place and actions carried out. All external agencies contacted and plans carried out.	NFER meeting individual needs	School monitoring and child in need plans – actions being carried out, situations resolved.	DSL	fCAF and reviews of Action plans
Total budgeted cost					£20,600 (external staff)
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

I, K, L, M, R	Fund Residential visits	SFT Toolkit outdoor adventure	Feedback from children, staff and governors	PP champion	After each residential
I, K, L, M, R	Fund Educational visits	National audit Office survey	Feedback from children/ staff	PP champion	Annual Ed visits review
I, K, L, M, R	Fund an out of school club a term	National audit Office survey SFT Toolkit sports participation	Feedback from children	PP lead +OOH sports lead	At end of each club run
I, K, L, M, O, R	Peer mediation	National audit Office survey past experience of what works	Feedback from children	INCO	Annually end of summer term.
I, K, L, M, O, R	Play leaders	National audit Office survey past experience of what works	Feedback from children and Lunchtime Supervisors	AHT	Annually end of summer term
I, K, L, M, O	Forest school	SFT Toolkit outdoor adventure	Children's evaluations of skills developed over the year	Forest school leader	Annually end of summer term
M	Brass	NFER meeting individual needs	Concerts, feedback from brass tutor	Music co-ordinator	Annually end of summer term
M	Cycling	SFT Toolkit sports participation	Observation during cycling lessons	Cycling lead	At end of cycling tuition

	Milk				
O	Before and after school care	NFER addressing attendance	Child's attendance improves.	Attendance officer	Weekly attendance reviews
Total budgeted cost					£7500

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
By the end of the year 85% of children are assessed as meeting expectations for their national curriculum year in English. Children who were working towards meeting expectations (below level 2 for Year 2 or below the ELG in Reception) in the previous year catch up to at least partially meeting expectations.	Talk for writing- INSET- revision and for new staff. English and cross curricular planning includes which statutory Speaking and Listening requirements are being taught. Shared writing: <ol style="list-style-type: none"> 1. Modelled writing /demonstration 2. Shared writing/ Scribing 3. Shared writing/supported composition 4. Guided writing 	71% of children from Years 1-6 were assessed as meeting their writing expectations by the end of the year: Y1 67% (improved from 57%) Y2 53% Y3 67% Y4 77% Y5 90% Y6 70	Talk for writing, using the specific steps of shared writing, guided writing and other strategies listed were partially effective in enabling more children to meet the higher expectations of the new curriculum. We need to further embed this with new staff and further develop our Speaking and	Within staffing budget and £31,218 from PP budget all

<p>Children who were partially meeting expectations (below level 2b for Year 2 or below the ELG in Reception) in the previous year catch up to meeting all expectations. children are assessed as meeting expectations for their national curriculum year in English.</p> <p>Children who were working towards meeting expectations (below level 2 for Year 2 or below the ELG in Reception) in the previous year catch up to at least partially eting expectations.</p> <p>Children who were partially meeting expectations (below level 2b for Year 2 or below the ELG in Reception) in the previous year catch up to meeting all expectations.</p>	<p>In each part of the lesson the learning/teaching points for writing will be delivered.</p> <p>Children should be given opportunity to consider what they are going to write beginning by:</p> <ol style="list-style-type: none"> 1. Plan or say out loud what they are going to write about 2. Write down ideas and/or key words, including new vocabulary 3. Encapsulate what they want to say, sentence by sentence <p>Children should be given opportunity to make simple additions, revisions and corrections to their writing by:</p> <ol style="list-style-type: none"> 1. Evaluating their writing with the teacher and other pupils 2. Re-reading to check if their writing makes sense and that verbs used to indicate time are used correctly and consistently, including verbs in continuous form. 3. Proof read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) <p>INSET to demonstrate or provision to watch other teachers doing this. KS1 use quality write at least 3 times a week – 10 mins max; targetS. Personalisation and differentiation</p>	<p>10 children who were below the ELG at end of Reception: 3 achieved MA (caught up) 6 achieved MP (Still a little behind expectations – between 3-7 targets) 1 achieved WA (EAL child)</p> <p>8 children at 2c at end of Year 2: 2 achieved 3MA (catching up to expectations); 6 achieved 3MP (meeting partially so still behind expectations but working against harder criteria so we are happy that the gap has not grown)</p>	<p>Listening for all children especially those with limited vocabulary.</p> <p>Writing will be our priority again in 2016-17 school development plan</p>	<p>sections below</p>
	<p>Reception baseline test Introduce books for recording writing</p>	<p>EYFS 70% (raised from 57% last year)</p>		

<p>85% EYFS children achieve the ELG in writing.</p>	<p>Weekly guided writing sessions Communicate parent/carers' role in their child's literacy development – information and workshops Daily phonics Handwriting – pre-cursive script alongside letter formation taught. Guided reading introduced- using older reading scheme, based on reading recovery levels, as well as phonic reading scheme. Early Years Tool kit- improve 'self - regulation strategies'; communication and language approaches and early literacy approaches to be use as support/intervention for individual/small groups of children. Speaking and Listening –'talking like a book' (T4W approaches), role play, discussion, 'show and tell' for all children Consultation with early years specialist re writing</p>	<p>13% of children made expected progress. 63% made good progress. 20% made outstanding progress in writing.</p>	<p>The more formal approach to guided writing and writing provision in all areas of the Reception classroom enabled more children to achieve the goal than the previous cohort. Further personalisation is needed for children who find writing difficult.</p> <p>See school development plan 2016-17</p>	
<p>KS 1 children will know and be able to use phonic blending and segmenting as appropriate to their age. KS 1 and 2 children who have not acquired the required phonics for their age will have intervention programmes to enable them to catch up.</p>	<p>INSET – phonics to share with all staff – how phonics is taught EFS, KS1, year3 and catching up- Rapid Phonics.</p> <p>Differentiated phonics groups in years 1 and 2.</p> <p>Phonics on display in KS 2- Lit co to produce criteria</p>	<p>77% of Y1 children achieved the phonics standard</p> <p>83% of Y2 children (6) who retook the phonics test achieved the standard.</p>	<p>The percentage of children achieving the phonics standard is higher than that of the percentage of the same children achieving the writing goal at the end of Reception. We will continue rigorous teaching of phonics in Yeas 1 and 2.</p>	

<p>KS 2 children will be able to read and write the SPAG for their age. KS 2 children who have not acquired the required phonics for their age will have intervention programmes to enable them to catch up.</p> <p>.</p>	<p>SPAG – INSET Check staff are confident in knowledge of SPAG in curriculum. Identify own areas that need input</p> <p>All adults in school must be able to use Standard English and ensure that children learn to use Standard English</p> <p>We introduced a Year 6 GPS test in the selection process for the two new TAs.</p> <p>Personalisation and differentiation</p>	<p>80% of Year 6 children achieved the required standard in GPS. (This cohort contained 4 SEND children who were working below the level of the test).</p>	<p>The approach of specific SPG teaching alongside teaching SPG through all English lessons and in other subjects will continue.</p>	
<p>85 % Children have meet national curriculum year expectations for reading comprehension and spelling. Writing standards increase at a greater rate over the year – fewer children are identified as below expected standards in from Autumn PPM to the Summer PPM. Gaps between pupil premium children's and non- pupil premium children's achievement are reduced by the end of the year.</p>	<p>Key Stage 1 staff to teach through bite size activities- fun, fast and competitive. Consider: building vocabulary choices, 'does it sound right?' activities, speaking games, parental involvement' 'SODA' repetitive classroom routines, songs, kung fu etc; Using quality texts as models and starting points- return to modelled, shared and guided work. Find quality examples of grammar in sentences in texts. Consider: big books, visualizers or similar technology; choice of books, different approaches to spotting and magpie-ing. Use Book Talk and Writer Talk.</p> <p>•Create posters to remind children of grammar content learned – use to 'spot',</p>	<p>83% of children across the school met the expectations for reading: Y1 77% Y2 77% Y3 80% Y4 97% Y5 90% Y6 77%</p> <p>Reading gaps over the year Y1 gap increased by 4 targets Y2 gap increased by 1 target Y3 gap decreased by 2 targets Y4 gap increased by 1.5 targets Y5 gap increased by 1 target Y6 gap remained the same.</p>	<p>Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils in reading so we will continue these approaches.</p>	

	<p>revise, play games about different aspects of grammar.</p> <ul style="list-style-type: none">•Clear structure of questions in guided reading lessons which is evident in guided reading planning. <p>Personalisation and differentiation</p>	<p>96% of children, Years 1-6, made expected or better progress.</p>		
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	<p>Key Stage 2 staff to: Implement the 'Improving Reading' techniques – teaching children through practical ways. VOCABULARY: trivial pursuit, semantic mapping, word of the day, mind mapping, memory aids, pictures and photographs. THINKING ABOUT THINKING (metacognitive): TELLS, story maps, MULTIPASS for non-fiction, cross-age peer tutoring (paired reading); SPELLING: Cued spelling. Gaps in phonics are taught specifically – daily practice for those who need it. Vocabulary knowledge aimed specifically at improving reading comprehension – tier 1, 2 & 3 vocabulary taught fully across the curriculum (Topic); Understanding reading difficulties and how to support in the classroom. Clear structure of questions in guided reading lessons which is evident in guided reading planning. Teaching 'independent' reading strategies in guided reading; 'self-help' so children can read/access and understand more challenging texts.</p> <p>All staff to have an in depth understanding of teaching children reading in depth:</p>	<p>Understanding of staff improved. 96% of children, Years 1-6, made expected or better progress..</p>		
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	<p>Accessibility of target information- Where can the information be found?</p> <p>Complexity of target information – What is the language of the text like? Task specific complexity – How much work is needed to answer the question?</p> <p>Response strategy – How easy is it to organise and present the answer?</p> <p>Personalisation and differentiation</p>			
Improve progress in maths	<p>Calculations policy – in line with new curriculum guidelines and assessment format</p> <p>Talk for Maths and Singapore Maths teaching strategies to embed and consolidate mathematical knowledge and reasoning Assessment and target setting – use of Rising Stars framework in line with new curriculum and use of resources to assess arithmetic and reasoning (ready for new SATs framework)</p> <p>Closing the gap for pupil premium children in Maths (KS1/2)</p> <p>Personalisation and differentiation</p>	<p>Singapore Maths and ‘Talk for Maths’ has been introduced and teachers have shown evidence of using approaches in their planning and teaching. RC has also helped plan lessons with teachers in KS1. Planning format reflects changes and is being using in Y1 – 6.</p> <p>PPMs have highlighted children needing help to achieve targets.</p>	<p>Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils in maths so we will continue these approaches. With more of a focus on the children gaining mastery and number sense – SDP</p>	

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Phonics, spelling, word recognition,	Specialist teacher 1:1 or 1:2	Improvement in specific areas in each lessons and across programme of lessons. 5 Of 7 children made expected or better progress reading ; 5 of 7 in writing; 4 of 6 in maths	Specialist teacher is effective but we can only employ if we have enough funding.	£2,400

Comprehension, Maths		Mostly effective		
Phonic knowledge and spelling	Rapid phonics 1: 1 or small group with trained teacher or TA Spell Write programme with skilled TA. Spell Write programme with skilled TA	Improvement in number of phonemes known 9 children effective. Successful blending and segmenting 5 children. Improved accuracy of spelling 2 children. Some of Autumn 1 targets need 3 children Effective . 1child – made expected progress in writing. 1 child caught up with Year 2 content of exception words – reading and spelling. Effective intervention.	Supply teacher and trained TA have run the rapid phonics programme effectively. The TA will continue to run this programme and the same supply teacher as long as we have funding (for the Autumn term)	Supply teachers £20,872.46 Own staff £31,218
Handwriting	1:1 interventions teacher. 1:2 cursive script – more able children. Letter formation 1:4 with experienced TA	All made progress in letter formation 5 children Effective; Improved handwriting 2children effective; 2 children did not achieve expected standard in writing so not effective.	One to one interventions with a teacher were more effective than small group with a TA. However when the TA has been trained in specific interventions and therefore is skilled (see above) these are more effective.	

Writing – sentence construction; verb tense agreement;	Small group intervention teacher, withdrawn 1:1	8 children achieved targets and objectives set for interventions.	We will continue interventions with supply teacher for children who need this in the Autumn term.
Writing – content, wider range of sentence types;	1:2 intervention teacher, withdrawn 1:6 with TA in class or withdrawn	Intervention targets met 2 children Effective; 1 child partially met expectations for the year in writing, caught up but not to age related – partially effective	The 1-2 interventions led by a teacher were more successful than the 1-6 with a TA whether in or out of class.
Writing range of specific targets	Small group intervention teacher,	Targets achieved Autumn 1 5 children Effective	These interventions met children’s needs because they personalised to their targets. Further interventions should be target based. The shorter more specific interventions were more effective so we will continue these.
Numeracy	1:1 interventions teacher	Intervention targets met 8 children Effective	
Numeracy targets	Small group intervention teacher, withdrawn	Intervention targets met Spring 5 children; Aut term 4 children; Autumn 2 4 children RUCSAC approach; greater range of mental and written calculations. Intervention targets achieved 4 children Effective Most Intervention targets achieved Autumn 1 4 children Mostly effective	

Numeracy	Booster group with our teacher, reduced class size and PP children in booster group doing similar work to in class Y6 maths booster Y5 maths booster Y4 maths booster (student and TA) Y3 Maths As above with TA in class Withdrawn with TA	Class LO and SC achieved 5 children Effective 4 children – 50% successful 100% effective (1pp child with 4 non pp) 1 child some progress 100% effective 3 children targets partially achieved in period of intervention Not effective 1 child in group of did not catch up 2c - 3Mp	The intervention was most successful in Year 6 where we had the same outstanding teacher running taking the booster group for 3 days a week and less so when there was only 1 or 2 days booster a week. Next year we will arrange a similar booster for year 6, funds permitting.	
English	Y6 English booster Y5 English booster Y4 English booster (student and TA) Y3 English booster TA Y2 literacy booster Teacher or class TA	67% effective 1 child – effective for reading and writing results. 100% effective 2 children 100% effective 2 children 3 children (2 achieved EXS, one made expected progress but did not catch up).	In English the booster groups lead by TAs were more effective. If the TAs are more skilled in teaching English they will have more impact than in Maths.	
Reading - comprehension	1:2 intervention teacher, withdrawn 1:1 intervention with teacher	Progress across period of intervention – improved retrieval of information from text 5 children effective. Improved reference to text , inference, explaining opinions; use of punctuation, intonation and expression 6 children effective	Both 1-1 and 1-2 interventions are effective. Therefore we will use more 1- 2 because this is better value for money. We will also try 1- 3 and 1-4 with teachers if we can fund this.	

Guided reading	1:1 1:2 intervention teacher, withdrawn 1:2 with TA	1 child reading range of non-fiction books; 2 children reading more fluently and increased knowledge of punctuation Effective 1 child did not achieve standard not effective	Teacher intervention was more effective. However	
Phonics in Reception Number recognition Fine motor skills Speech and Language	Extra TA in Reception to allow our TA to run interventions. Speech and Language minimal Pairs run by skilled TA	EYFS 70% GLD, Reading and writing (raised from 57% last year) 13% of children made expected progress. 63% made good progress. 20% made outstanding progress in writing. Achieved ELG for understanding and listening but not for speaking partially effective	We will continue to provide an extra TA in Reception while we can afford it. This allows flexibility so that the Reception teacher and skilled TA can work in a more personalised way.	
Following instructions	Barrier games (Language Steps)with skilled TA	1 child Y4 improved following of instructions. effective	Continue for children it is appropriate for. TA skilled in this.	
Improve reading, EGPS and Maths Y6	SATS Breakfast Club	Effective for 5 out of 7 reading, 4 out of 7 maths and 5 out of 7 EGPS	Continue in 2016-17	
Improve reading in Y6	Extra guided read with own teacher	6 out of 8 made expected or more progress in Y6	Continue in 2016-17	
Challenge more able Y6 mathematicians	Maths challenge team	Y6 100% effective GDS	Continue for more able pupils in 2016-17	
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Enrich curriculum for all children	Funding for educational visits/visitors	Educational visits and visitors have enriched the curriculum for all children. Children's feedback is that they enjoy and learn a lot from these.	Continue with this use of PP	£1737.27

Allow PP children to attend	Funding for residential visits	7 pp children took up 3&4 the residential and 12 took up the year 5 & 6 residential.	Governors decided that this was an invaluable experience and to be	£2836
Allow PP children to attend	Funding for after school clubs	There are a higher % of children attending the following clubs than of PP children in the school: AVFC, Tennis, Basketball and French clubs.	Continue to fund clubs as the uptake is similar to or above the percentage of pp children in the school.	£863
All year 3 children have access to outdoor learning	Forest School	Children broaden their learning. Improvement in children's view of themselves in the following areas: 'Taking Risks', 'Taking charge' 'Listening', 'Confidence' and 'Following Instructions'.	Continue to run but now with two TAs, one of whom is qualified to do so. The cost will be reduced to cover of one TA rather than a teacher.	£5,600 staffing £100 resources
Enable children to attend school	Funded before and after school care	Children attended school.	This was effective for the short period of time it was needed.	£162