

Pupil Premium Strategy Statement 2017-18 – Woodthorpe JI School

The Pupil Premium is allocated to schools for:

- Children of statutory school age from low income families who are known to be eligible for free school meals (FSM)
- Children who have been looked after continuously for more than six months
- Children whose parents are currently in the armed forces

The level of pupil premium is £1320 per pupil.

The purpose of this statement is to effectively plan the way pupil premium money will be spent over the year and enable us to inform parents, carers and governors of the impact it has on outcomes for pupils.

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

1. Summary information					
School	Woodthorpe J.I.				
Academic Year	2017-18	Total PP budget	£60,476	Date of most recent PP Review	07.11.16
Total number of pupils	211	Number of pupils eligible for PP	45 22%	Date for next internal review of this strategy	June 2018
Lead members of staff	M. Boulton E. Coleing	Pupils not eligible for PP	166 78.7%	Lead governor/s	
2. 2017 Outcomes attainment (end of last academic year)					
			<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)			10%	47%	
Year 6 - 57% achieving expected standard in reading, writing and maths (national = 61%)			8/30	22/30	
Year 2 - 67% achieving expected standard in reading, writing and maths (national = 64%)			5/30	25/30	
Year 1 - 77% achieving expected standard in phonics check (national = 81%)			7/30	23/30	
EYFS – 67% GLD			/30	/30	
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 6 children
B.	SEND – EHCP – 1 child
C.	EAL/ English not used by all adults at home or standard of English used at home 7 children;
D.	Writing barriers: Poor fine motor and phonics skills; Poor phonics skills & fine motor control; fine motor, focus and concentration, understanding, phonics, spelling & letter formation; Grammar, sentence structure; Punctuation; sentence structure & handwriting; Limited vocab & handwriting ; standard English & narrative structure; proof reading & editing
E.	Reading barriers: Poor phonics and lack of motivation to read; Poor phonics and comprehension; not secure in phase 3; Phonics – blending & segmenting; motivation to read; Phonics – blending & segmenting; CEW for y5 & 6, meaning & pronunciation
F.	Reading Comprehension barriers: Lack of language and understanding/ comprehension skills; Poor focus and understanding; Inference, summarising & recall; Inferring info from text.
G.	Maths barriers: Poor understanding of number, lack of counting and number recognition; Lack of basic number skills ; reasoning skills; Poor basic skills and understanding; Number sense & place value; number sense, place value, use of operations ; multiplication facts, 2 step problems, geometry; number sense, multiplication & division facts; Reasoning, problem solving (y6)
H.	Speech and Language: 6 children
I.	Social and emotional needs : lack of confidence, only just forming relationships; confidence to participate in class and emotional resilience
J.	Fine motor skills 6 children; handwriting – sizing of letters and presentation 6 children
K.	Concentration engagement, interest and motivation 14 children
L.	Behaviour not conducive to learning/ appropriate social interactions 5 children;
M.	Confidence/self-esteem 4 children
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
N.	Turmoil/previous turmoil in home life

O.	Attendance and punctuality of PP children – 2 children	
P.	Support from home – 1 child	
Q.	Child Protection Plan - 1 child	
4.	Desired outcomes (<i>Desired outcomes and how they will be measured</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 competency B/A by the end of year 5/6. Improvement of a grade per each school year.
D.	Able to: hear and say initial sounds in words, write initial sounds, give meaning to marks; to blend and segment phase 2/3 words to read and write, to correctly form letters – lower and upper case, write simple sentences using basic punctuation; apply phonics skills to writing, spell year 2 CEW; spelling CEW for year; write fluently & legibly with increased speed ; correct spelling errors	To use vocabulary and construction expected of their age. Write expected phonemes for age. Corrections evident in child’s writing. To form letters correctly, write fluently and legibly; To proof read for spelling & punctuation errors.
E.	Be able to :enjoy rhyming activities, show an interest in books/ print, listen and join in with rhymes; read phase 5 graphemes, segment/ blend phase 5 words; recall key events,; read CEW for year; interest in books and sustain reading.	Read expected phonemes for age. Able to match phonemes to graphemes expected for his/her age. Read common exception words appropriate to age. Read multi-syllabic words & deduce meaning from context. Sustains fluent reading.
F.	Be able to: enjoy reading and show motivation to read; Explain events and gain a deeper understanding; use text to justify opinions, infer & predict.	Make deductions and draw inference from text. Sequence events in a story.

G.	Be able to: recite numbers to 10, count objects to 10; Count to 100, read numbers to 100 accurately count objects; use reasoning skills & solve +/ - problems relating to Y2 curriculum; use number sense & reasoning skills to solve problems,	Use the mathematics appropriate to their age. Subtract 2-3 digit numbers mentally using partitioning, use arrays, apply number sense to solve multi-step reasoning problems.
H.	Improve clarity of speech. Attain objectives in S&L plan. Improved classification and oracy	Clearly use sounds specified in Provision plan. Objectives and targets achieved. Complete Talking Semantics. Engage in classroom discussion.
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 writing.	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	Social 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% (at least above 90%)
P.	Improved parental support	Parents act to school's suggestions to improve child's learning.
Q.	Needs identified in child protection plan met, de-escalated to Child in need or Early Help / family support	Required support in place

5. Planned expenditure

Academic year **2017-18**

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 choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Lead practitioner trained and SENDCo. Both advise teachers regarding in-class support (universal and targeted provision)	Ofsted 2014 – ‘high quality additional support’ NFER report meeting individual needs	Discussion with teachers at IEP reviews	SENDCo	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	SENDCo	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 scrutiny</p>	<p>KS2 Standards leader/ English lead</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>KS2 Standards leader / English lead</p>	<p>PPMs</p>

F	<p>Guided Reading / Reciprocal Reading with related follow up comprehension tasks. Small group comprehension lessons, comprehension cards Teach & discuss the language of questions (literal, inferential etc.). Modelled inference & deduction Reading buddy Peer to peer</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 scrutiny</p>	<p>KS2 Standards leader / English lead</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 lead</p>	<p>PPMs</p>

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

J	Quality write activities with class teacher Differentiated activity in whole class/ group handwriting	Ofsted 2014 – high quality additional support	Learning walks, lesson observations, planning and book scrutiny	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	SENDCo	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	SENDCo	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, provision plan	SENDCo PSHE coord	After learning walks - termly

O	In class monitoring of attendance daily and alerting office and attendance officer if there are concerns, Golden Mile before school twice weekly	NFER addressing attendance	Attendance and punctuality improves	DHT/ 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 teachers	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. School values Assembly themes, CHIPS	EE Toolkit social and emotional learning	Fewer inappropriate comments made. Children talk positively about others.	DSLs PSHE coord	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 choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

A	Lead practitioner + SENCO design specific support and interventions. Nurture groups	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 / English lead	PPMs fed back to EAL lead.

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

G	<p>Target led intervention groups Y3, 4, 5 and 6. Maths booster , target based led by TA One to one individual number activities</p>	<p>Ofsted 2014 – high quality additional support, Skilled and well trained TAs EE Toolkit one to one teaching; small group teaching</p>	<p>Learning walk or lesson observation. Evaluation of progress at agreed date for end of intervention e.g. 5 weeks after start of intervention</p>	<p>Standards leader/ English lead</p>	<p>Reviewed at the end of interventions – approximately half termly.</p>
H	<p>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 Talk Boost EYFS & KS2</p>	<p>Ofsted 2014 – high quality additional support, Skilled and well trained TAs EE Toolkit one to one teaching; small group teaching</p>	<p>Progress fed back to SENDCo</p>	<p>SENCO HT</p>	<p>IEP reviews At end of intervention</p>
I	<p>Social groups led by SENDCo</p>	<p>Ofsted 2014 Skilled and well trained TAs; EE Toolkit social and emotional learning</p>	<p>Learning walk, observation of pupil, provision plan</p>	<p>SENDCo</p>	<p>After learning walks - termly</p>

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 teaching	Learning walk and observation of pupil	SENDCo	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 and observation of pupil. IBP review	SENDCo	IBP review
M	Social group targets led by SENDCo	Ofsted 2014 Skilled and well trained TAs EE Toolkit social and emotional learning	Learning walk and observation of pupil	SENDCo	After learning walks - termly

O	Celebrations assemblies and rewards for attendance Spotlight on Attendance process initiated	NFER addressing attendance EE Toolkit parental involvement	Attendance improves	Attendance officer DLP	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/ DHT HT	End of year review
Q	CP plans, Early Help 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.	DSLs	Early Help 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?
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I, K, L, M, R	Fund Residential visits	SFT Toolkit outdoor adventure	Feedback from children, staff and governors	Standards Leaders	After each residential
I, K, L, M, R	Fund Educational visits	National audit Office survey	Feedback from children/ staff	Standards Leaders	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	Standards Leaders +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	SENDCo	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	DHT	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 leaders	Annually end of summer term
M	Brass	NFER meeting individual needs	Concerts, feedback from brass teacher (music service)	Music co-ordinator	Annually end of summer term
M	Milk	For KS1	Daily milk available	EYFS & KS1 lead	

O	Before and after school care	NFER addressing attendance	Child's attendance	Attendance	Weekly attendance
Total budgeted cost					£11,482

6. Review of expenditure

Previous Academic Year	2016-17
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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
<p>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>English and cross curricular planning includes which statutory Speaking and Listening requirements are being taught.</p> <p>Shared and modelled writing:</p> <ol style="list-style-type: none"> 1. Modelled writing /demonstration 2. Shared writing/ Scribing 3. Shared writing/supported composition 4. Guided writing <p>In each part of the lesson the learning/teaching</p>	<p>86% of children from Years 1-6 were assessed as meeting expectations in writing by the end of the year:</p> <p>Y1 70% Y2 70% Y3 63% Y4 80% Y5 77% Y6 87% Expected or above (20% achieved Greater Depth standard)</p> <p>10 children who were below the ELG at end of Reception: 3 achieved MA (caught up) 6 achieved MP 1 achieved WA (EAL child)</p> <p>8 children at 2c at end of Year 2: 2 achieved 3MA (catching up to expectations);</p>	<p>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 Listening for all children especially those with limited vocabulary.</p> <p>Writing will continue to be our priority again in 2017-18 school development plan</p>	<p>Within staffing budget and £31,218 from PP budget all sections below</p>

	<p>points for writing will be delivered. 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. 	<p>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>		
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	<p>3. Proof read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</p> <p>Personalisation and differentiation</p>			
<p>73% EYFS children achieve the ELG in writing.</p>	<p>Reception baseline test</p> <p>Weekly guided writing sessions start from Autumn 2 term</p> <p>Communicate parent/carers' role in their child's literacy</p>	<p>EYFS 67% (down from 70% last year) as children low in prime areas.</p> <p>13% of children made expected progress.</p> <p>63% made good progress.</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</p>	

	<p>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</p> <p>Consultation with early years specialist re writing</p>	<p>20% made outstanding progress in writing.</p> <p>77% Reading 70% Writing</p> <p>Baseline assessment very low- 5 children made better than predicted progress in reading.</p> <p>3 children made better than predicted progress in writing.</p> <p>Only 1 child below target in writing.</p>	<p>personalisation is needed for children who find writing difficult.</p> <p>See school development plan 2016-17</p>	
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<p>Year 1 children who did not achieve the ELGs achieve these by the half term in Year 1. These children also end the year at least partially meeting expectations in Reading and Writing. 80% of Year one children achieve expected standard in phonics screening.</p>	<p>Differentiated phonics groups in years 1 and 2.</p> <p>Phonics on display in KS 2-</p>	<p>77% of Y1 children achieved the phonics check</p> <p>86% of Y2 children including the 2/6 who retook the phonics test achieved the standard.</p> <p>83% (5/6) PP passed the phonics check</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 and systematic teaching of phonics in Years 1 and 2.</p>	
<p>Children show progress in speaking, listening and communication. SEN children make good progress across the SEN continuums for speaking and listening improve on their progress from the previous year. EAL children make accelerated progress catching up with non EAL children (if they are behind)</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>93% of Year 6 children achieved the required standard in GPS. (This cohort contained 3 SEND children).</p>	<p>The approach of specific GPS teaching alongside teaching GPS through all English lessons and in other subjects will continue.</p> <p>Universally Speaking distributed in Spring Inset. Staff aware of structure and intervention advice and cues. Staff aware of checklist and how to determine appropriate scaffolding and support needed for the individual. S & L in planning and the targets that the group/ individual need to meet</p>	

<p>85 % Children meet national curriculum year expectations for reading comprehension and spelling.</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 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</p>	<p>75% of children across the school met the expectations for reading: Y1 67% Y2 83% Y3 80% Y4 83% Y5 77% Y6 83%</p> <p>Understanding of staff improved. 73%+ of PP children, Years 1-6, made expected or better progress.</p>	<p>Disadvantaged KS2 (year 6) pupils had an average scaled score below the national score for other pupils in reading so we will continue and develop these approaches.</p>	

	<p>technology; choice of books, different approaches to spotting and magpie-ing. Use Book Talk and Writer Talk.</p> <ul style="list-style-type: none">•Create posters to remind children of grammar content learned – use to ‘spot’, revise, play games about different aspects of grammar.•Clear structure of questions in guided reading lessons which is evident in guided reading planning. <p>Personalisation and differentiation</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</p>			
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	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			
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’ is embedded 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 below the national score for other pupils in maths.</p> <p>Therefore we will continue to develop and improve these approaches, with greater focus on children gaining mastery, number sense and reasoning skills – SIP</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, Comprehension, Maths	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 Mostly effective	Specialist teacher is effective but we can only employ if we have enough funding.	£2,400
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 2 children - 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
Numeracy	1:1 interventions teacher	Intervention targets met 8 children - Effective	

Numeracy targets	Small group intervention teacher, withdrawn	<p>Intervention targets met Spring 5 children; Aut term 4 children; Autumn 2 4 children RUCSAC approach; greater range of mental and written calculations.</p> <p>Intervention targets achieved 4 children</p> <p>Effective</p> <p>Most Intervention targets achieved Autumn 1 4 children</p> <p>Mostly effective</p>	should be target based. The shorter more specific interventions were more effective so we will continue these.	
Numeracy	<p>Booster group with our teacher, reduced class size and PP children in booster group doing similar work to in class</p> <p>Y6 maths booster</p> <p>Y5 maths booster</p> <p>Y4 maths booster (student and TA)</p> <p>Y3 Maths</p> <p>As above with TA in class Withdrawn with TA</p>	<p>Class LO and SC achieved 5 children Effective</p> <p>4 children – 50% successful</p> <p>100% effective (1pp child with 4 non pp)</p> <p>1 child some progress</p> <p>100% effective</p> <p>3 children targets partially achieved in period of intervention not effective</p> <p>1 child in group of did not catch up 2c - 3Mp</p>	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.
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	EYFS 67% GLD, Reading and writing (fallen from 70% 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.

	Pairs run by skilled TA			
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 2017-18	
Improve reading in Y6	Extra guided read with own teacher	6 out of 8 made expected or more progress in Y6	Continue in 2017-18	
Challenge more able Y6 mathematicians	Maths challenge team	Y6 100% effective GDS	Continue for more able pupils in 2017-18	
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 visits.	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