

Action	Intended outcome	Evidence & rationale for this choice	Staff to lead implementation; budgeted cost	Review
Running booster classes for Year 6	Raised attainment - Pupil Premium children making better progress than non	Identified issues to address in our catchment area: improved access to learning; and historically poor literacy levels. Maths remains a key issue to address through actions in 2018 SDP.	KS2 Leader; £6 500	<p><u>September 2019:</u> TA and Teachers led interventions including: Precision teaching Nurture Reading Booster Most recent Y6 data Pupil progress made <u>Maths:</u> PP: 2.3 made points progress Non PP: 2.2 (average expected progress 2)</p> <p><u>Writing:</u> PP: 1.4 points progress Non PP: 1.7 (average expected progress 2)</p> <p><u>Reading:</u> PP: 1.2 points progress Non PP: 2.3 (average expected progress 2)</p> <p>Reading continues to be an area of challenge for PP children and will need to be monitored next year.</p>
Additional early intervention provision for Speech & Language needs - Occupational Therapist	Improved access to learning	Identified issue to address in our catchment area	SENDCO; £6 500	<p><u>September 2019:</u> EP - referrals 4 OT- referrals 4 S&L - referrals 4</p> <p>All children added to SEND register and have individual My Plans with targets from external agencies - identifying specific support tailored to their needs My Plans and intervention targets track the progress against these targets.</p> <p>The children referred have made progress in these target areas. However, due to the nature of their SEND, they are working below for reading writing and maths.</p> <p>1 pupil in Y6 has achieved ARE in reading, writing and maths.</p> <p>My Plan targets will need to be tracked and monitored for impact</p>
Providing additional TA support for intervention groups:	Better 1:1 support & nurture groups: Social Speaking nurture group, "Happy Hour"	Identified issue to address is historically poor literacy levels.	Headteacher; £20 000	<p><u>September 2019:</u> 4 general teaching assistants to support groups of children with identified needs.</p> <p>Drawing and Talking CPD to mentor children with specific needs.</p> <p>Speech and language specialist TA 2 x pms across the school</p> <p>Precision Teaching focused groups (see My Plans and individual targets).</p>

Additional phonics support			Phonics Lead teacher £5 000	<p><u>September 2019:</u> Reading Lead has taken lead on phonics. There are 4 interventions running in class for PP pupils who require additional input to ensure they make accelerated progress</p> <ol style="list-style-type: none"> 1. Booster - runs 2 x weekly for 30 minutes 2. Catch up - runs 5 x weekly for 20 minutes 3. Individual precision teaching - runs 5 x weekly for 10 minutes 4. Lanyard phonics - 5 x weekly for 10 minutes <p>From Term 3, phonics tasks are sent home to engage parents with learning.</p> <p>The reading lead has also led 2 parents meetings to support children with their phonic development and engage parents with learning at home in preparation for the phonics screen - runs 2 x for 30 minutes</p> <p>The lead has also led training for all TAs across the school to ensure consistency in language, assessment and expectation - 1 x annual for 45 minutes</p> <p>The lead also produced a guidance booklet so TAs can have quick access to refer to - 1 hour to produce</p> <p>The lead also provides resources and and guidance for parents on the school website which - 4 hours annually</p> <p>The lead also developed a phonics zone in the classroom with one independent learning task to be completed by all children each week - 1 hour weekly</p> <p>The lead also catalogued all phonics resources across the school and has made a resource bank which all teachers can access to support those children that may not have achieved the expected levels required for their age group - 3 hours annually</p> <p>From Term 5 onwards, one early morning activity is 'phonic screen' based to support and rehearse for the phonics screen - 5 x weekly x 10 minutes</p> <p>Phonics screen results: 38% PP achieved phonics screen 91% non PP achieved phonics screen</p>
Additional SENDCO time to support EHC Plans & liaise with outside agencies	Increase in parents participating in school open evenings & events		SENDCO; £3 000	March 2020:
Allowing children chances to succeed in other areas e.g.	Enhanced self-esteem.	Low aspirations, expectations and narrow experience of life outside of	Headteacher;	March 2020

<p>music, sport, residential activities, clubs, outdoor learning.</p>	<p>Adventure learning interventions impact positively on children's lives and attitudes. Pupils actively apply non-cognitive skills acquired more effectively back in the classroom.</p> <p>Access to high quality creative / cultural activities.</p> <p>Increase in parents participating in school open evenings & events</p>	<p>school are all identified issues to address in our catchment area</p>	<p>£4 000</p>	
<p>On-going provision of creating single-form entry</p>	<p>Reduced class sizes to provide for lower teacher:pupil ratios throughout the school</p>	<p>Identified issues to address in our catchment area - poor literacy levels - improved access to learning</p>	<p>Headteacher; £20 000</p>	<p>March 2020</p>