

Pupil Premium Impact Assessment

Academic Year 2017/2018

NOR	518
Number and percentage of pupils eligible for PP funding	185/463 40%
Academy Deprivation Index	Top 20%
Nominated member of EAB	Andrew Clarkson
EAB PP Review dates	December 2017, April 2018, July 2018
Total Budget allocation	£250,800

Outcomes of Previous Academic year

EYFS (GLD)	62%
Key Stage 1 Reading	74%
Key Stage 1 Writing	72%
Key Stage 1 Maths	79%
Key stage 2 Reading	52%
Key stage 2 Writing	75%
Key stage 2 Maths	55%

What does the data suggest for priorities for the next academic year

Foundation Stage; the percentage of children achieving a good level of development in 2017 was lower than national at 52%. A priority is to ensure that this increased to be in line with national in July 2018.

CEM data showed that an equal number of children made expected or more than expected progress in literacy and maths across the year group. This was the same for pupil premium children with an equal number making expected or greater than expected progress in literacy and maths. 65% of pupil premium children made expected or greater than expected progress in literacy and math compared to 74% of all children.

Key stage 1

Phonic screening check in 2017 was below national at 75%, although this was a 10% increase on the previous year. Our PP children achieved in line with all children in the academy.

At the end of Key Stage 1 the percentage of PP children for reading was in line with all children in the academy at EXS but was below in writing and maths, the most significant gap being in writing.

At GDS reading was in line for all children and PP children, but again slightly below in writing and maths, the most significant gap being in maths.

Key Stage 2

At the end of Key Stage 2 at EXS the PP children were in line with all children in reading and writing and were slightly above in maths and SPAG. The combined was greater for PP children than all children in the school. (50% PP children, 43% all children). Although in all areas of the curriculum the percentage of children achieving EXS and GDS was significantly below national.

In Year 3 the percentage of children on track or secure was lower for PP children than all children in the academy in reading writing and maths. This was the same in Year 4. In Year 5 the gap between PP and all children was much more pronounced in reading and writing.

Current Pupils

	% Eligible	% LAP	% MAP	% HAP
Early Years	30% 19/63	32% 6/19	58% 11/19	2/19 11%
Specific intervention need		Phonics 6 children	Phonics 11 children	2 children
Objective number		2	2	
Y1	20/62 32%	45% 9/20	40% 8/20	10% 2/20
Specific intervention need		Phonics 9 children	Phonics 8 children	2 children
Objective number		2	2	
Y2	26% 16/61	35% 7/20	65% 13/20	0%
Specific intervention need		S & L Phonic Intervention Basic numeracy catch up 7 children	Phonic Intervention Reading, decoding. 13 children	
Objective number		1, 2, 5	2, 3, 5	
Y3	40% 24/60	39% 11/28	46% 13/28	14% 4/28
Specific intervention need		Phonic Intervention 11 children	13 children	4 children
Objective number		2, 4		
Y4	36% 26/73	28% 10/31	50% 13/31	12% 3/31

Specific intervention need		S & L 10 children	13 children	3 children
Objective number		1, 5		
Y5	45% 33/73	18% 6/33	21% 15/33	36% 12/33
Specific intervention need		Reading Comprehension 6 children	Reading Comprehension 15 children	S&L 12 children
Objective number		4	5, 4	1, 5, 4
Y6	43% 30/69	10% 3/30	63% 19/30	23% 7/30
Specific intervention need		Reading intervention for comprehension skills 3 children	3rd Space Learning, maths intervention Reading comprehension 19 children	Maths intervention for GDS Reading intervention for GDS 7 children
Objective number		4, 5,	5	5

Additional Planned Use of Funding (Whole Academy)

Additional use of funding		Costing	Impact
Educational visits:	To ensure no child is unable to attend a visit, including residential visits.	£16,420	All children in Year 5/6 who wish to attend residential in July have signed up using deposit from PP funding. Visits attended included: FS: Normanby Park, Tattershall Farm KS1: Sundown The Deep Y3/4: York Chocolate story Bradford, National Science and Media Museum Jorvik Y5/6: Eden Camp Tropical world Residential included a trip to Magna (science museum), York castle museum, a ghost walk, The Chocolate story and the Sealife Centre. Autumn term visit to the Tropical Butterfly House (looking at the Rainforest habitat and its creatures). Spring visit to Eden Camp to further study WW2.
Swimming Lessons:	To ensure all children have the opportunity to take part in swimming lessons in Year 3/4	£7700	25 PP children achieved a Grade 1 certificate. 5 children achieved a Grade 2 certificate.
Pastoral support:	To ensure all children are ready to learn when they are in the school, despite factors outside that may have a negative impact on learning.	£70,893 (excluding objective 8)	Autumn 2017 Number on caseload: Number exited:
EWO:	To support and maintain attendance for all children.	£9756	Disadvantaged children attendance higher than national with 4.8% sessions missed compared to national 5.2%. PA, 10.2% National 15.1%.

Breakfast club:	To ensure children arrive on time and have had breakfast and are ready to learn.	£5700 food (£150 x 38 weeks) £12,533 staffing	30 PP children regularly attended breakfast club on a weekly basis, with 60 more PP children accessing breakfast club throughout the year on a more casual basis.																																												
Book swap project:	To ensure all children have access to a range of books that they may keep at home or swap with friends, developing reading stamina and interest.	£3,481	<p>Children have developed their reading stamina and interest in books. Children in FS regularly continue to swap books on a daily basis. FS: 48% PP children achieved the Early Learning Goal in Reading. Reading: Percentage working at 1, 2.1, 2.2 on RAG accessing age appropriate curriculum.</p> <table border="1" data-bbox="1397 700 1868 1002"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>85%</td> <td>74%</td> <td>82%</td> <td>93%</td> </tr> <tr> <td>PP</td> <td>89%</td> <td>77%</td> <td>74%</td> <td>90%</td> </tr> <tr> <td>Other</td> <td>83%</td> <td>72%</td> <td>88%</td> <td>97%</td> </tr> </tbody> </table> <p>Key stage 1 results</p> <table border="1" data-bbox="1402 1070 1827 1171"> <thead> <tr> <th>Reading</th> <th>All</th> <th>PP</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>EXS</td> <td>64%</td> <td>52%</td> <td>70%</td> </tr> <tr> <td>GDS</td> <td>14%</td> <td>5%</td> <td>19%</td> </tr> </tbody> </table> <p>Key Stage 2 results</p> <table border="1" data-bbox="1402 1272 1843 1372"> <thead> <tr> <th>Reading</th> <th>All</th> <th>PP</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>EXS</td> <td>61%</td> <td>60%</td> <td>61%</td> </tr> <tr> <td>GDS</td> <td>11%</td> <td>10%</td> <td>11%</td> </tr> </tbody> </table>		Year 1	Year 3	Year 4	Year 5	All	85%	74%	82%	93%	PP	89%	77%	74%	90%	Other	83%	72%	88%	97%	Reading	All	PP	Other	EXS	64%	52%	70%	GDS	14%	5%	19%	Reading	All	PP	Other	EXS	61%	60%	61%	GDS	11%	10%	11%
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SEND consultant	Diagnostic assessments to support teachers with intervention and signposting to outside agencies.	£9000	PP children working with the SEND consultant have made 3+ steps progress on PIVATS for reading, writing and maths. Consultant has worked with staff and met with parents to offer support and how they can help their children at home with their learning.																																				
Swimming transport	To ensure all children have the opportunity to take part in swimming lessons in Year 3/4	£2040	25 PP children achieved a Grade 1 certificate. 5 children achieved a Grade 2 certificate.																																				
Lunchtime clubs	To give children the opportunity to take part in lunchtime clubs, computer club, homework club, sports clubs.	£9,550	On a daily basis clubs were ran to capacity, with common room being opened for Year 6 children to access at lunchtimes as a reward, impacting on behaviour.																																				
Attendance vouchers	To promote good attendance at school.	£500	Disadvantaged children attendance higher than national with 4.8% sessions missed compared to national 5.2%. PA, 10.2% National 15.1%.																																				
Educational Psychology	Additional hours from the educational psychologist.	£2,000	PP children have had support from EP, two have an EHCP pending.																																				
1 to 1 tuition	To support children with their learning, bespoke programmes for individual children.	£10,000	<p>1 to 1 tuition for Year 2 and Year 6.</p> <p>Key stage 1 results</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>All</th> <th>PP</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>EXS</td> <td>64%</td> <td>52%</td> <td>70%</td> </tr> <tr> <td>GDS</td> <td>14%</td> <td>5%</td> <td>19%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Writing</th> <th>All</th> <th>PP</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>EXS</td> <td>61%</td> <td>57%</td> <td>63%</td> </tr> <tr> <td>GDS</td> <td>8%</td> <td>0%</td> <td>12%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Maths</th> <th>All</th> <th>PP</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>EXS</td> <td>70%</td> <td>62%</td> <td>74%</td> </tr> <tr> <td>GDS</td> <td>19%</td> <td>5%</td> <td>26%</td> </tr> </tbody> </table>	Reading	All	PP	Other	EXS	64%	52%	70%	GDS	14%	5%	19%	Writing	All	PP	Other	EXS	61%	57%	63%	GDS	8%	0%	12%	Maths	All	PP	Other	EXS	70%	62%	74%	GDS	19%	5%	26%
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Additional Teacher	Additional teacher to reduce the class sizes in Year 5/6.	£34,550	<p>Outcomes for Year 6:</p> <p>EXS Reading: 61% Writing: 79% Maths: 73%</p> <p>GDS Reading: 11% Writing: 18% Maths: 5%</p>																																				

Action plan

Objective 1 Speech and Language Years: Y2, Y4 and Y5	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 1 Year 2	Direct therapy	20 minutes weekly £1140	1 child	CS, MB	Child will be able to sort items verbally. By Christmas children will start to apply the speech and language skills. By Easter children will be more confident when applying these skills. Next milestone –to use language with peers
Year 4	Paired work	20 minutes weekly	2 children	CS, MB	Children will be able to give and follow instructions. Next Milestone to sequence 3 pictures to tell a story When achieved care complete
	Group work	25 minutes weekly £2280	1 child in group with 3 other children.	CS, MB	Semantic understanding. Children will be able to name items in a given group.

<p>Year 5</p>	<p>Group work</p> <p>Assessment/review</p>	<p>25 minutes weekly</p> <p>£1140</p> <p>4x20 minute sessions</p>	<p>1 child in a group with 3 other children.</p> <p>1 child</p>	<p>CS, MB</p> <p>CS, MB</p>	<p>Semantic understanding. Children will be able to name items in a given group.</p> <p>Milestone- to complete new assessment then care complete</p> <p>L/R speech</p>
<p>Review Term 1</p>	<p>Year 2 – Child is now participating in the classroom, completing work independently and verbalising his thoughts effectively.</p> <p>Year 4 - Children received blocks of therapy that taught strategies for their speech. No longer being seen</p> <p>Year 5 - Children received blocks of therapy that taught strategies for their speech. No longer being seen</p> <p>Record any new actions in a different colour</p>				
<p>Review Term 2</p>	<p>Year 2 –Child has 20 min therapy weekly and class programme. Assessment scores rose from 61 to 71 (remains below average) Current target to use language with others.</p> <p>Year 4 - requires new assessment for EHC request. Assessment scores of 66 rose to 72, new scores needed following assessment. Target: to develop strategies to support listening and memory .</p> <p>Year 5 - Discharged. Achieved language scores within normal limits. Assessment scores rose from 75 to 83</p> <p>New cases YEAR R</p> <p>1 child had initial assessment scored 71, received weekly therapy, now achieved 98. New target to receive group therapy to address social language skills</p> <p>1 child has NHS salt too. Assessment scores of 59. new target – weekly therapy to develop speech sounds within 2 syllable words</p> <p>1 child assessed achieved standard score of 104. No areas to address. Child discharged. No further intervention needed</p>				

Review Term 3	<p>Year 2 child - Now joining in with carpet time and is working with a group of 3 children for short activities using TA for social language in therapy to make requests, comment and initiate language with others Year 4 child completed assessments. Language scores now reflect overall abilities and care is complete. They have had 3 years of direct therapy Yr R child is now using peer names to gain attention. Working with a range of peers in therapy and in class, this has led to new friendships Yr R child with NHS therapy. They can now articulate 2 syllable words in sentences, intelligibility has improved and sentence length now increasing</p> <p>Record any new actions in a different colour</p>				
Objective 2 Phonic intervention Years: EYs, Y1, Y2 and Y3	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 2 EYs	Small group teaching. Recognition of single sounds and digraphs.	Daily 30 minute intervention TA £826	3 children	EA, DS, JY	Children to recognise and begin to blend and segment in reading and writing. By Xmas recognise Phase 2 sounds. By Easter blend and segment using phase 2 sounds By Summer beginning to recognise phase 3 sounds and use some in their writing.
Year 1	Phonics	3x TAs 30mins per day £2480	5 children	LH, AH	Children able to recognise digraphs and blend/segment in their reading/writing. Children to show improvements in

					phonics screening test scores termly to impact result of intervention.
Year 2	Small group teaching from TA. Recognition of digraphs and blending sounds	Daily 30 minutes TA intervention. £2480	4 children.	LH, AH	Children able to recognise digraphs and blend/segment in their reading/writing. Children to show improvements in phonics screening test scores termly to impact result of intervention.
	Phonic café led by TA. Recognition of digraphs, blending and segmenting	4 times a week for 30 minutes	2 children (5 in total)	PJ, LH, AH	
	Phonics café led by TA. Recognition of digraphs, blending and segmenting	4 times a week for 30 minutes	2 child (5 others)	LF, LH, AH	
Year 3/4	TA supported intervention Recognition of digraphs and blending sounds. Reading words confidently with digraphs.	3x 20 minutes weekly TA support. £500	1 child (5 others)	JH	Children able to recognise digraphs and blend/segment in their reading/writing. Children to show improvements in phonics screening test scores termly to impact result of intervention.

<p>Review Term 1</p>	<p>EY – Children are remembering phase 2 sounds, some need prompting by action to aid their memory. Children will be grouped by ability to get specific support for their phonic needs Year 1, children average increase of score of 10 words. Continual review of groups. Children Wto be given daily opportunity to blend and segment words independently.</p> <p>Year 2 children average increase of 7 words. Continual review of groups. Children to be given daily opportunity to blend and segment words independently. Year 3 and 4 children average increase of 4 words. Continue to review the group as required. The children who are left working in this group will continually be the harder to develop children, as they are the children who did not pass in year 1 and year 2. Continue to monitor the progress of the group. Record any new actions in a different colour</p>				
<p>Review Term 2</p>	<p>Pupils in EY are being taught phase 3 sounds. This will continue. Teaching will be through interactive games, daily review of sounds, and application into words. Pupils in Year 1 increased by an average of 7 words since December. Continue to review the group as required. Pupil in year 2 increased by an average of 4 words since December. Continue to review the group as required. Children have moved from working on Phase three sounds to phase 5 sounds. Children are accessing an additional phonic intervention at lunchtime as part of their afternoon reading session. Year 3 and 4 children average increase of 6 words since September. New intervention to start with these children with JF.</p>				
<p>Review Term 3</p>	<p>Pupils are able to use phase 2 sounds in their reading and writing. They are beginning to recognise phase 3 sounds independently and can recognise some in their reading and uses some in their writing. Phase 3 will need to be embedded next year and children using sounds independently in their reading and writing.</p> <p>Record any new actions in a different colour</p>				
<p>Objective 3 Reading Recovery Intervention Years: Y2 and Y3</p>	<p>What will we do?</p>	<p>How much will it cost?</p>	<p>How many pupils will benefit?</p>	<p>Who will be responsible</p>	<p>What will success look like?</p>
<p>Objective 3 Year 2</p>	<p>Reading recovery sessions. Fluency and key word recognition.</p>	<p>4X weekly with 2x level 2 TA. (2 hours</p>	<p>7 pp children (11 others)</p>	<p>DR, SC</p>	<p>Children will be able to read fluently,</p>

		each afternoon split between groups) £15,160			decoding using different strategies. Children are to make 1 level progress each full week of term.
Review Term 1	<p>On average the children have moved 3/4 reading levels within the programme. Children's confidence has increased. Review of groupings to ensure all children are closely matched with ability. Groups to continue into the next term. Children to continue to make at least the same progress during the next term. Programme monitored by SC.</p> <p>Record any new actions in a different colour</p>				
Review Term 2	<p>Two children progressed from level 13 to level 22+ between December and March. These were discontinued from the programme. One child has progressed from level 11 to level 19 between December and March. This child was discontinued from the programme. One child has progressed to level 19, however due to confidence issues will remain on the programme for a further half term. All other children on the programme have progressed on average 8 levels since December.</p> <p>There are 7 new PP children to begin the programme in April.</p>				
Review Term 3	<p>Since April the PP children on this programme have on average improved by 7 reading recovery levels.</p> <p>Record any new actions in a different colour</p>				
Objective 4 Reading comprehension Years: Y3, Y5 and Y6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 4 Year 3	Reading comprehension group.	2X 30 minute sessions each week with JF £397	4 children	JF, CS	Children will be able to answer comprehension

					<p>questions from age appropriate texts. Children will move to next Pivat level</p>
Year 3/4	Reading comprehension and decoding group work	3x20 minutes weekly £500	1 pp child in group of 10 children	JS, PB	<p>Successfully decode words and understand their meaning. Predict and summarise the text. Children to score marks on test questions that use prediction and summary questions. Children to be a 2.1+ on RAG by Easter 2018</p>
Year 5	Reading comprehension group	2x 30 minutes weekly with JF £397	2 children	JF, CS	<p>Children will be able to answer comprehension questions from age appropriate texts. Children will move to next Pivat level in Reading</p>
	HA reading comprehension group, inference questions.	1x 1hour weekly TA £496	6 pp children in a group of 8.	DH, TH	<p>Children to reach GDS in reading.</p>
	Small group, working on fluency of word reading	1x 1hour weekly TA £496	6pp children in a group of 8.	DH, TH	<p>Children are more fluent decoding the text. Speed reading scores increase.</p>

<p>Year 6</p>	<p>Group work</p> <p>Paired work</p> <p>Small group intervention</p>	<p>1 hour weekly with Learning Director</p> <p>£2280</p> <p>1 hour weekly with Learning Director</p> <p>45 minutes 3x weekly with teacher NH</p> <p>£1992</p>	<p>1 child (5 other children in group)</p> <p>1 child (2 in group)</p> <p>6 pp children in a group of 14</p>	<p>AC, TH</p> <p>AC, TH</p> <p>NH, TH</p>	<p>Children will reach GDS at end of KS2.</p> <p>Children will reach EXS+ at end of KS2.</p> <p>Children will reach EXS+ at end of KS2.</p>
<p>Review Term 1</p>	<p>Year 3 (Reading comprehension) – All children made progress, on average 1.6 Pivat steps progress. Support to continue, children to make progress in line with term 1.</p> <p>Year 3 and 4 reading comprehension group – Children making progress, but this is shown in classwork rather than testing. Look at the grouping arrangements with JS and shrink group sizes and run the intervention more times weekly to allow the children better access at smaller groups to the quality of the intervention.</p> <p>Year 5 (Reading comprehension)– All children made expected progress. Support will now focus on numbers as all 3 children are P8A.</p> <ul style="list-style-type: none"> • HA reading comp - 5/6 children rated as 1 on RAG sheet and scored about 100+. Group changed to target MA children as HA are doing well and making progress. • Small group reading – Children have become more fluent, however need to continue this. Their scores have not improved significantly in testing. Most still rated as 2.2. Children need to work on more comprehension side of reading. <p>Year 6 (Reading Comprehension)</p> <ul style="list-style-type: none"> • Extra Reading support 2 children 45mins x2 weekly. Support will continue to continue progress • Small intervention group (group increased to 6/17 PP in group) 100% children increased their SS score, 2 children achieved 100+. Support now focused on a lower achieving target group (3/9 PP in group) • Learning director group increased to 3x PP children during term. Average increase in reading paper of 11 marks. Focus will be on different text types, application of skill. <p>Record any new actions in a different colour</p>				

	<p>February 2018 an additional HA reading group was added to the timetable. This group was covered by learning directors and SC. This was a daily 45 minute lesson, focusing on more difficult texts and working on reading domains identified through the QLA.</p>
<p>Review Term 2</p>	<p>Year 3 and 4 reading comprehension group – Year 4 children have made progress, all now 2.1 or higher on RAG, continue to target the 2.1 children with reading domain 2d, (inference). Year 5 HA reading comp group – 80% made progress on testing are all listed as 2.1 or 1 on RAG. Group has been reviewed and 3 have been removed from group due to good scores. The group now has 2/10 PP children. Year 5 MA reading comp group – 75% made progress on testing and 1 child has moved from a 2.2 to a 2.1. All children have stayed in the group for the next term. A new strategy has been introduced into Year 5 for the HA and MA reading groups in with staff specifically trained to deliver this intervention. Groups are also now in small groups of 4 instead of 7/8.</p> <p>Year 6 additional HA reading group. Mixed group with 3 PP children. 2 children completed the term 2.1 on GD RAG, 1 child completed term 2.2 on GD RAG. These children moved by an average of 10 scaled scores in their testing. Group to continue until SATs.</p>
<p>Review Term 3</p>	<p>Year 3 Reading JF 4 children Child 1 made 3.35 PIVAT points this term and overall from start of year 6 PIVAT points RAG 2.1 Child 2 made 10 PIVAT points progress this term and 13 PIVAT points overall. RAG 3 Child 3 made 1.35 PIVAT points progress this term 4 points overall RAG 2.2 Child 4 made 9.5 PIVAT points this term and 12.5 points overall RAG 3</p> <p>Year 4 Reading JF Child made 7 PIVAT points this term and 12 points overall RAG 1</p> <p>Year 5 Maths JF 3 children Child 1 1.5 PIVATS progress this term 27 points progress overall RAG 2.1 Child 2 5 PIVATS progress this term 32 points progress overall RAG 2.2 Child 3 2 PIVATS progress this term 11 points overall RAG 3</p> <p>Year 6 CS Reading group 2 children Child 1 PIVATS 0.7 progress overall 2 overall RAG 3 Child 2 PIVATS 2 progress overall 2 RAG 2.2</p>

Objective 5 Maths basic number, reasoning skills Years: Y2, Y3, Y4, Y5 and Y6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 5 Y2	Paired group work	2x 30 minutes weekly with JF £397	2 children	JF, CS	Children will be able to understand and complete number Operations.
	Group work	2x group 40 minutes weekly with teacher (HA) twice a week. 2 groups £1725	4 children (6 in each group 12 children in total)	HA, AH	Children will move to next Pivat level Children to develop basic number skills and reasoning skills to reach EXS at end of KS1
	Group work	2 x group 40 minutes £1725	1 pp child in group of 9	HA, AH	Children will be showing on the RAG at least 2.1 by Easter and to be a 1 by July. Children to develop mastery in maths to reach GDS at end of KS1. Children will be showing as at least a 2.2 on the GDS bench mark on the RAG by Christmas and a 2.1 by Easter.

Y4	Paired work	3x 30 minutes weekly with JF £595	2 children	JF, CS	<p>Children will be able to understand and complete number operations. Children will move to next Pivat level in their Numeracy</p> <p>Boost skills of children just below expected standard. To perform calculations and basic number awareness. Children to score equivalent to a high WTS by Xmas 2017 testing. Aim to score 100+ standardised score by Easter 2018. Children to move to 2.1+ on RAG by Easter 2018.</p>
	Paired work	2x 20 minutes weekly with TA £330	2pp children, each paired with a non-pp	EL, PB	
Y3	Individual work	3x weekly for 30 minutes with JF £595	1 child.	JF, CS	<p>Children will be able to understand and complete number operations. Children will move to next Pivat level</p>

Y5	Group work, SDI wave 3	2x hour weekly TA £992	7 children,	TH	Children to have catch up/pre-teaching from SDI maths lesson in the morning.
Y6	3 rd Space Learning Online 1 to 1 tuition	1 hour weekly £3118	5 pp children (11 paid places altogether)	KS, TH	Children to reach EXS+ in maths. To work on class activities at EXS.
	Small maths group intervention	1 hour 3x weekly TH £3876	5 PP children in a group of 15 children.	TH	Children to move from 2.2 to 2.1 or 1 on RSAG sheet, to reach EXS in maths.
	Numerosity 1 to 1 intervention	30 minutes weekly with TA £165	4 individual sessions of PP children	KB	Develop understanding of basic number facts and operations.
	MAP Small group maths intervention	40 minutes weekly with Learning director £570	4 pp children in a group of 6 children	AC	Children to develop a secure understanding of mathematical skills, reasoning and problem solving.
	Paired work	1x30 minutes weekly with JF £199	2 children	JF, CS	Children will be able to understand and complete number operations.

					Milestone-Children will move to next Pivat level
Year 5		2 TAs, 2hours, 2 afternoons per week £1323			
Review Term 1	<p>Year 2 (Paired work) – Both children made 2+ Pivat steps progress, focus changed to writing (Nov 17). Continue focus on writing during term 2. Year 2 GD- children are now showing on the greater depth benchmark on the RAG as at least a 2.2 Continue to support to move onto at least a 2.1 by Christmas.</p> <p>Year 3 (Individual work)– Progress made, on average 1.3 Pivat steps progress. Support to continue.</p> <p>Year 3 and 4 Numerosity with EL – children have shown that they have made progress at the impact assessments for Numerosity with EL. 1 child is showing that they will soon no longer require intervention. Majority of children showing as a 2.2 on RAG. Children scoring on testing within range expected for a child working at WTS. Continue to monitor the group. Impact of intervention to be shown at round of testing at Easter. Support to continue. Monitor the 1 child who may soon no longer need the intervention.</p> <p>Year 4 (Paired work) - Children made 0.16 Pivat steps progress (one child had attendance issues related to illness during this term). Support to continue.</p> <p>Year 5: SDI intervention – Children have made some progress on RAG sheet (3/7), no rated as 2.1, however more intervention is needed that is more specific to address needs. Group has changed to address target children moving from 2.2/3 to 2.1 with specific intervention from QLA of tests.</p>				

	<p>Year 6:</p> <ul style="list-style-type: none"> • (SEND) On the pivot level – however progress has been made overall. Support to continue. • Small maths intervention group - (group changed to 7/17 PP) 5/7 made increase in SS, 2 stayed the same, 3 removed from group due to progress. 5/9 PP now in new target group. • Numerosity – All children made good progress and have moved above the level needed for the programme. Programme discontinued. • 3rd Space Learning - 4/5 PP made increase in their SS score, 1 stayed the same. All to continue with the programme, gaps identified for the tutors to work on. • Learning director group, 50% of children increased scores between tests (average 3 marks), those who didnt have had issues around safeguarding which has impacted on their learning. Both in pastoral support during Spring term. <p>Record any new actions in a different colour</p>
<p>Review Term 2</p>	<p>Year 2- Maths intervention with HA (GD) children now showing as greater depth benchmark on the RAG sheet. The group has been reviewed and new children now within the group. All of these children are showing as a 2.1 on the RAG sheet. There has been an average improvement seen of 8 scale score points through internal testing.</p> <p>HA (EXS) group has been reviewed and children working at a 1 on the RAG no longer working within this group with new children added. Group to stop WB 21.5.18 with a new Year 1 and 5 group.</p> <p>Year 3 and 4 Numerosity with EL – children have shown that they have made progress at the impact assessments for Numerosity with EL. 1 child is showing that they will soon no longer require intervention. Continue to monitor the group. Impact of intervention to be shown at round of testing at Summer. Support to continue. Decision to keep child who we thought could exit the programme in sessions for confidence reasons when accessing testing.</p> <p>Data from Maths group shows progress as:</p> <ul style="list-style-type: none"> Counting verbally average of 3 targets progress Counting on average of 3.4 targets progress Counting back average of 1.8 targets progress Counting objects average of 3.5 targets progress Order irrelevance average of 5.25 targets progress Adding objects average of 2.6 targets progress Subtracting objects average of 2.6 targets progress Reading numbers average of 2.5 targets progress Reading number words average of 4.5 targets progress Writing numbers average of 5.25 targets progress Comparison between numbers average of 4.8 targets progress Adding HTU numbers average of 5 targets progress

	<p>Year 5 Maths intervention groups – 64% of children made progress on testing and 91% moved on in their RAG rating with only 1 still listed as a 3. 2 children moved out of the group due to them scoring in the range of EXS. Others to stay in the group. Groups have been reorganised with most staying in the group. Specific gaps have been identified from the QLA from the last round of testing.</p>				
Review Term 3	<p>Year 5 Maths intervention groups – 33% of the group are now working at national expectations, 63% of the group equalled or bettered their SS score from a Y5 paper to the Y6 sample paper. Only 25% score 90+ from testing. Majority of group were L from KS1 results, with the 2 M children on track.</p> <p>Year 6 – Third Space Learning: 4/5 achieved EXS in SATs. Small intervention group: group changed throughout the year, however 4/5 key children who were present in this group for majority of time did achieve EXS in SATs.</p>				
Objective 6 Writing skills Years: Y4	<p>What will we do?</p> <p>TA intervention</p>	<p>How much will it cost?</p> <p>TA, 3x20 minutes weekly</p> <p>£331</p>	<p>How many pupils will benefit?</p> <p>11 children</p>	<p>Who will be responsible</p> <p>DK, PB</p>	<p>What will success look like?</p> <p>To enhance skills of HA children, sentence structure, grammatical devices.</p> <p>Children to reach GDS by Easter 2018. Children to be 2.1 for GDS on RAG by Xmas 2017.</p>
Y 2	<p>Rapid writing Small group intervention</p>	<p>3x40 minutes weekly Two groups</p> <p>£992</p>	<p>3 pp children split between two groups altogether 8 children involved.</p>	<p>SC, AH</p>	<p>Children will be able to form sentences using appropriate grammar and spelling.</p> <p>Children will start to make progress on the ITAF and be working at</p>

					a 2.1 on the RAG by Easter.
Y3	Rapid writing session	3x30 minutes £495	1 child	JF, CS	Child will be able to write basic sentences independently. Children will move up one Pivat level in their numeracy sheets
Y5	Higher achievers Writing day	1 day £390	5 children	AH	Children will develop their writing skills to produce work at GDS.
Y6	Small writing intervention group	1 hour 3x weekly TH £3876	4/13 PP in group	TH	Children will be working on EXS standard strands, working towards a whole piece of EXS writing. All WTS standards ticket off by Feb half term, with several elements of EXS being used more regularly.
Review Term 1	<p>Year 2 Rapid writing- children's writing has become more legible and attitudes towards writing has improved with increased stamina. Children have become more independent with writing and are now showing as a secure 2.2 on RAG and ITAFS. Children to continue through the levels of rapid writing to show as 2.1 on RAG</p> <p>Year 3 (Rapid writing session) – Progress made, 1.1 Pivat steps progress. Support to continue.</p> <p>Year 4 HAP writing group – all children accessing the HAP writing group now showing as a 2.1 on GDS on RAG. Continue to monitor and push the group so that the children are showing as a 1 on GDS by Easter. Support to continue.</p>				

	<p>Year 6: Writing group - $\frac{3}{4}$ children are working on elements of EXS and have been taken out of the group due to their good progress. 2/8 children in the new group are PP – new group is a lower target group on a 1-1 basis.</p> <p>Record any new actions in a different colour</p>				
Review Term 2	<p>Year 4 HAP writing group – all children accessing the HAP writing group now showing as a 2.1 on GDS on RAG. Continue to monitor and push the group so that the children are showing as a 1 on GDS by Summer. Support to continue. These children were all 2.2 on the GD RAG in December and have progressed to 2.1.</p>				
Review Term 3	<p>Year 2- Writing JF 2 children Child 1 3 PIVAT points this term 6 points overall RAG 3 Child 2 4 PIVAT points this term 4 points overall rag 2.2</p> <p>Year 6 writing group – all children achieved the EXS from this group.</p> <p>Record any new actions in a different colour</p>				
Objective 7 Fine motor skills/handwriting Y2	<p>What will we do?</p> <p>Small intervention group</p>	<p>How much will it cost?</p> <p>3x15 minutes weekly with TA 3 groups</p> <p>£661</p> <p>3x20 minutes with TA</p> <p>£331</p>	<p>How many pupils will benefit?</p> <p>5 pp children within the 3 groups, 14 children altogether</p> <p>2 pp children in group of 6 children</p>	<p>Who will be responsible</p> <p>DH, AH</p> <p>LF, AH</p>	<p>What will success look like?</p> <p>Children develop pencil control and produce joined up legible handwriting.</p> <p>Children develop pencil control and produce joined up legible handwriting.</p>

					Children will show as at least 2.2 on the ITAF for handwriting by Christmas and a 2.1 by Easter
Review Term 1	<p>Children in fine motor skill group have developed their pencil control and their writing has become more legible. Continue to support moving onto handwriting.</p> <p>All Children in handwriting group are now at least 2.2 on ITAFS for handwriting. Continue support to ensure 2.1 by Easter</p>				
Review Term 2	<p>Year 2 Fine motor skills- groups have been reviewed. All children within the initial groups handwriting has improved and are now at least a 2.1 on the ITAFs. (See year group ITAF)</p>				
Review Term 3	<p>Group did not continue due to progress made (see previous term review).</p>				

Objective 8 Pastoral team support: SEMH	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 2 FS	Small group work/individual work	½ hour weekly, learning mentor £231	1 child	SH, CW	Improvement in child's behaviour and social skills. Development of self-esteem.

					Child to have less behaviour incidents at school
Y1	Small group work/individual work	Each child ½ hour weekly. Learning mentor £922	4 children	SH, TG, CW	Improvement in child's behaviour and social skills. Development of self-esteem. Child to have less behaviour incidents at school showing on the behaviour sheets.
Y2	Small group work/individual work	Each child ½ hour weekly. Learning mentor £1383	6 children	SH, TG, CW	Improvement in relationship with siblings. Improvement in child's behaviour and social skills. Development of self-esteem. Child to have less behaviour incidents at school showing on the behaviour sheets.
Year 3	Small group work/individual work	Each child ½ hour weekly. Learning mentor £461	2 children	SH, TG, CW	Improvement in child's behaviour and social skills. Development of self-esteem.
Year 4	Small group work/individual work	Each child ½ hour weekly. Learning mentor £922	4 children	SH, TG, CW	Reduction in anxiety issues. Improvement in child's behaviour and social skills. Development of self-esteem.

Year 5	Small group work/individual work	Each child ½ hour weekly. Learning mentor £692	3 children	SH, TG, CW	Improvement in relationship with siblings. Improvement in child's behaviour and social skills. Development of self-esteem.
Year 6	Small group work/individual work	Each child ½ hour weekly. Learning mentor £692	3 children	SH, TG, CW	Development of personal safety in and out of school. Improvement in anger management issues. Improvement in child's behaviour and social skills. Development of self-esteem.
Review Term 1	Within the pastoral groups some children remain on caseload and some have exited. Pastoral assessment made on referral form based on SOS model. This gains a pre and post intervention scaling measure. 10 children from caseload exited the support after their bespoke intervention.				
Review Term 2	Within the pastoral groups some children remain on caseload and some have exited. Pastoral assessment made on referral form based on SOS model. This gains a pre and post intervention scaling measure. 11 children from caseload exited the support after their bespoke intervention.				
Review Term 3	Within the pastoral groups some children remain on caseload and some have exited. Pastoral assessment made on referral form based on SOS model. This gains a pre and post intervention scaling measure. Data to follow.				