

Pupil Premium Strategy 2019- 2020

NOR	481
Number of pupils eligible for PP funding	189
Percentage of pupils eligible for PP funding	42% (+FS2=39%)
Total Budget allocation	£258,720
Academy Deprivation Index	0.4
Nominated member of EAB	Simon Gibbons
EAB PP Review dates	Dec 2019/ Apr 2020/July 2020

Outcomes of Previous Academic year

	MPA All	MPA PP	National PP	MPA Others
EYFS (GLD)	65 %	66%	57%	64%
Year 1 Phonics	76%	70%	71%	81%
Key Stage 1 Reading	70%	68%	60%	71%
Key Stage 1 Writing	65%	64%	53%	71%
Key Stage 1 Maths	75%	68%	61%	80%
Key stage 2 Reading	56%	52.5%	64%	60.6%
Key stage 2 Writing	74%	62.5%	67%	90.9%
Key stage 2 Maths	83%	70%	64%	97%

Pupil Premium – What is Pupil Premium?

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people's life chances. This is particularly true for children from low-income families, or who are Looked After Children, research shows that without intervention these children are far less likely to leave schools with good GCSE results than other children. The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs. There is obvious accountability that serves to ensure that the money is used effectively and to the benefit of these key groups.

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

EYFS

In foundation stage, the percentage of children who achieved a GLD as a whole was 65%. The percentage of PP children who achieved GLD was 66%; this is 2% lower than the non-PP children at 68%.

Target areas for next year

- Developing early language development
- Developing early reading and maths skills
- Developing parental involvement to aid early reading and maths skills
- Developing physical development

KS1

Phonic screening in Year 1, 70% of PP children passed their phonic screening compared to 81% of others.

At the end of key stage 1, PP children were below their peers. 68% achieved EXS compared to 71% of others in reading; 64% achieved EXS in writing compared to 71% of others; 68% achieved EXS in maths compared to 80% of others.

At GDS, there are also differences between PP and non-PP children. In reading there is a 21% difference, in writing a 10% difference and in maths a 17% difference in the percentage achieving GDS.

Year 1

- Provision for middle achievers to pass their phonics test.

Year 2

- Provision for middle achievers in maths
- Provision for high achievers in reading and maths

KS2

At the end of KS2, 50% of PP children met expected standard in reading, writing and maths compared to 54.5% of non-PP children. In reading, 52.5% achieved EXS compared to 60.6% of others; in writing, 62.5% of PP children achieved EXS compared to 90.9% of others; in maths 70% of PP children achieved EXS compared to 97% of others.

GDS; in reading, 12.5% of PP children compared to 21.2% of others; in writing, 15% of PP children compared to 24.2% of others; in maths, 15% of PP children compared to 21.2% of others.

In year 3, the percentage of PP children accessing ARE in reading, writing and maths combined is 3% lower than the others.

In year 4, the percentage of PP children accessing ARE in reading, writing and maths combined is 7% higher than the others.

In year 5, the percentage of PP children accessing ARE in reading, writing and maths combined is 17% lower than the others.

Target areas for each cohort in 2019-2020 are based on the 2018-2019 results below:

Year 2 2018-2019 data		
	PP	Others
Reading	80%	80%
Writing	64%	74%
Maths	80%	80%

Year 3 2018-2019 data		
	PP	Others
Reading	59%	66%
Writing	53%	57%
Maths	62%	71%

Year 4 2018-2019 data		
	PP	Others
Reading	71%	66%
Writing	71%	70%
Maths	79%	82%

Year 5 2018-2019 data		
	PP	Others
Reading	56%	73%
Writing	38%	63%
Maths	63%	68%

Year 3

- Provision for writing

Year 4

- Provision in reading and maths

Year 5

- Provision for maths

Year 6

- Provision for reading and writing

Behaviour and Attendance

- Behaviour at break times.
- Attitude to learning and wanting to achieve in Year 6.
- Attendance - to maintain above national average attendance of PP children (school 4.9% vs. 5.% national) and maintain PA at lower than national average (school 9.9% vs. 15. national)

Current pupils 2019 - 2020

Objective 1: Speech and Language

Objective 2: Reading

Objective 3: Phonics

Objective 4: Writing

Objective 5: Maths

Objective 6: Pastoral

	% Eligible	% L -PA	% M-PA	% H -PA
Early Years	Number of chn	33%	33%	33%
Specific intervention need				
Objective number 1, 3, 6	31%	6/18	6/18	6/18
Y1		17%	35%	48%
Specific intervention need				
Objective number 1, 3, 4, 6	31%	4/23	8/23	11/23
Y2		26%	21%	53%
Specific intervention need				
Objective number 1, 2, 3, 4, 5, 6	46%	7/28	6/28	15/28
Y3		19%	27%	54%
Specific intervention need				
Objective number 1, 2, 3, 4, 5, 6	47%	5/26	7/26	14/26
Y4		12%	34%	54%
Specific intervention need				
Objective number 2, 3, 4, 5, 6	49%	4/35	12/35	19/35
Y5		15%	23%	62%
Specific intervention need				
Objective number 2, 4, 5, 6	47%	4/26	6/26	16/26
Y6		25%	30%	45%
Specific intervention need				
Objective number 1, 2, 4, 5, 6	45%	8/33	10/33	15/33

Objective 1 Speech and Language Years: FS, Y1, Y2, Y3, Y6	What will we do? Autumn only Autumn & Spring Spring	How much will it cost? Weekly / Annually	How many pupils will benefit?	Who will be responsible?	What will success look like?																												
FS	SALT therapy with MB 20mins weekly	£20 £280	1	SENCO	To be able to use language to communicate successfully in social situations.																												
	SALT assessment	£60 per ass £180	3	SENCO																													
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Y2	SALT therapy with MB 20 mins weekly	£20 £280	1	SENCO	To be able to use language to communicate successfully in social situations.																												
Y6	SALT assessment	£60 per ass £120	2	SENCO																													
	Speaking and Listening 15 mins 4 x weekly	£6.21 £86.94	PP 3 Total 6	Y6 TA	Chn gain in confidence to talk in small group situation and then respond to questions with confidence in class,																												
Review Term 1	<table><tr><th>Year Group</th><th>Intervention</th><th>Number of PP children</th><th colspan="2">Next Steps - Spring Term</th></tr><tr><td rowspan="2">FS2</td><td>SALT therapy with MB 20 mins weekly</td><td>1</td><td colspan="2">Continue weekly</td></tr><tr><td>Assessment</td><td>3</td><td colspan="2">All 3 children no longer require therapy</td></tr><tr><td>2</td><td>SALT therapy with MB 20 mins weekly</td><td>1</td><td colspan="2">No further SALT required</td></tr><tr><td rowspan="2">6</td><td>Assessment</td><td>2</td><td colspan="2">Both children on EHCP</td></tr><tr><td>Speaking and Listening, 15 mins 4 x weekly</td><td>3</td><td colspan="2">All children confidence improving, no further need for group</td></tr></table>					Year Group	Intervention	Number of PP children	Next Steps - Spring Term		FS2	SALT therapy with MB 20 mins weekly	1	Continue weekly		Assessment	3	All 3 children no longer require therapy		2	SALT therapy with MB 20 mins weekly	1	No further SALT required		6	Assessment	2	Both children on EHCP		Speaking and Listening, 15 mins 4 x weekly	3	All children confidence improving, no further need for group	
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Review Term 2	Year Group	Intervention	Number of PP children	Next Steps - Spring Term
	FS2	SALT therapy with MB 20 mins weekly	1	This child needs to continue with therapy and is accessing NHS blocks
		Assessment	1	After the assessment it has been determined that this child will need therapy when school restarts
Review Term 3				

Objective 2 Reading Years: ALL	What will we do? Autumn only Autumn and Spring Spring	How much will it cost? Weekly / Annually (38)	How many pupils will benefit?	Who will be responsible?	What will success look like?
Y1	Daily Reading 10 mins daily	£2.47 £34.58	PP 3 Total 10	Y1 TA	Improvement in reading fluency
	Daily Reader 3 x weekly 15 mins	<u>G1</u> £3.43 £82.32 <u>G2</u> £4.46 £107.04 <u>G3</u> £3.72 £89.28	<u>G1</u> PP 6/13 <u>G2</u> PP 3/5 <u>G3</u> PP 4/8	Y1 TA	To improve reading fluency and understanding
Y2	Reading Group G1 30 mins 2 x weekly G2 15 mins 2 x weekly	<u>G1</u> £3.97 £55.58 <u>G2</u> £1.24 £17.36	<u>G1</u> PP 2 Total 5 <u>G2</u> PP 1 Total 4	Y2 TA	All pupils will improve in either fluency/comprehension or both.
	ECAR 4 x weekly (20 mins)	£4.58 £174.04	PP 3 Total 9	Y2 Teacher Y2 TA	Improvement in reading fluency
	Reading Group 1 x weekly 45 mins	<u>G1</u> £2.62 £31.44 <u>G2</u> £1.05 £12.60	<u>G1</u> PP 2/4 <u>G2</u> PP 1/5	Year 2 Teacher	To improve reading comprehension and stamina. Successful if children to go from an average score of 7 to an average score of 13. 6 point improvement.
	Literacy 2 x weekly 30 mins	<u>G1</u> £5.48 £60.28 <u>G2</u> £8.72 £96.36	<u>G1</u> PP 1/2 <u>G2</u> PP 4/5	SEND CO	To improve their basic literacy skills
Y3	Reading – preload Each group 1 x weekly 20 mins	<u>G1</u> £1.98 £27.72 <u>G2</u> £2.65 £37.10	<u>G1</u> PP 3 Total 5 <u>G2</u> PP 4 Total 5	Y3 TA	100% of these children will be able to access the whole class text during reading comprehension lessons.
	Reading Comprehension 1 x weekly 20 mins	<u>G1</u> £0.66 £9.24 <u>G2</u> £2.65 £37.10	<u>G1</u> PP 1 Total 5 <u>G2</u> PP 4 Total 5	Y3 TA	All pupils will improve in retrieval questions, getting 75% of retrieval questions correct on QLA from NfER testing.

	Reading fluency 1 x weekly 20 mins	£1.89 £20.79	PP 4 Total 7	Y3 TA	50% of these children will make target reading speed of 90 wpm
	Pivats 1 x weekly 20 mins	£0.96 £10.56	PP 1 Total 3	Y3 TA	These children will improve 2 pivot points from September baseline
	Literacy 2 x weekly 30 mins	<u>G1</u> £5.48 £60.28 <u>G2</u> £5.48 £60.28	<u>G1</u> PP 1/2 <u>G2</u> PP 1/2	SEND CO	To improve their basic literacy skills
Y4	Reading Intervention Each group 1 x per week 30 mins weekly	<u>G1</u> £11.27 £157.78 <u>G2</u> £6.21 £86.94 <u>G3</u> £2.41 £33.74	<u>G1</u> PP 7 Total 9 <u>G2</u> PP 3 Total 7 <u>G3</u> PP 1 Total 6	Y4 TA	All pupils will improve in either fluency/comprehension or both. Children will increase the variety of reading books read. 70% of children will achieve 95 or above in NFER testing.
	Retrieval work 1 x weekly 20 mins	£3.31 £46.34	PP 2 Total 2	Y4 TA	All pupils will improve in retrieval questions, getting 75% of retrieval questions correct on QLA from NFER testing.
	Vocab (DL) 5 x weekly 15 mins	£12.40 £322.40	PP 1 Total 1	Y4 TA	DL shows increasing level of vocabulary evident through sentence work and conversations.
	Vocab work 2 x weekly 20 mins	£4.18 £45.95	PP 2 Total 2	Y4 TA	All pupils show an improved level of vocabulary evident through conversations and sentence work.
	Literacy 2 x weekly 30 mins	<u>G1</u> £10.96 £120.56 <u>G2</u> £10.96 £120.56	<u>G1</u> PP 3/3 <u>G2</u> PP 4/4	SEND CO	To improve their basic literacy skills
Y5	Reading 20 mins 1 x weekly	£3.31 £46.34	PP 5 Total 5	Y5 TA	These children will improve 2 pivot points from September baseline
	Literacy 2 x weekly 30 mins	£10.96 £120.56	PP1/1	SEND CO	To improve their basic literacy skills

Y6	Reading interventions All 9 groups 30 mins 3 x weekly 2 x weekly	<u>G1</u> £61.20 £89.46 <u>G2</u> £61.20 £79.52 <u>G3</u> £128.07 £156.00 <u>G4</u> £164.18 £219.42 <u>G5</u> £69.06 £134.76 <u>G6</u> £98.56 £158.81 <u>G7</u> £53.54 £106.34 <u>G8</u> £41.66 £69.90 <u>G9</u> £109.49 £179.20	<u>G1</u> - PP 3 PP 3/8 <u>G2</u> - PP 3 PP 4/6 <u>G3</u> - PP 6 PP 5/8 <u>G4</u> - PP 5 PP 4/7 <u>G5</u> - PP 3 PP 3/6 <u>G6</u> - PP 4 PP 3/7 <u>G7</u> - PP 3 PP 4/9 <u>G8</u> - PP 2 PP 2/9 <u>G9</u> - PP 4 PP 4/12	Year 5 & 6 Teachers, HoA, DoL	All pupils will improve in either fluency/comprehension or both. Chn will increase the variety of reading books read. 75% of chn will achieve 95 or above in testing.
	Reading interventions Each group 30 mins 2 x weekly	<u>G1</u> £2 £28 <u>G2</u> £4.63 £64.82 <u>G3</u> £4.80 £67.20 <u>G4</u> £4.63 £64.82	<u>G1</u> PP 1 Total 4 <u>G2</u> PP 3 Total 5 <u>G3</u> PP 3 Total 5 <u>G4</u> PP 3 Total 5	Y6 Teachers	Chn will increase their fluency, expression and intonation through reading groups. This will develop their comprehension.
	ECAR 20 mins 5 x weekly 3 x weekly	£7.38 £103.32 £1.15 £12.65	PP 3/7 PP 1/3	Y6 L3 TA	Chn will move through a reading level every month.
	Reading (EA) intervention 1 x weekly 1 hour	£8 £88	PP 3/6	Y6 teacher	To improve scaled score
	Reading (LH) intervention 1 x weekly 1 hour	£1.86 £20.46	PP 1/7	Y6 Teacher	To improve scaled score

Review Term 1

Year Group	Intervention	Number of PP children	Review against success criteria / Notes	Next Steps - Spring Term
1	Daily Reading 10 mins daily	3	We have matched the books we send home to match their phonic ability. Intervention is happening as frequently as possible in each individual class.	Try to be more consistent with children reading each day.
2	ECAR 4 x weekly (20 mins)	3	2 children made more than average progress. 11 steps compared to the average of 9. 1 other child made 5 steps progress.	Intervention to continue in Spring 1. DR will look at the reading groups and reading levels and will move around if needed.
	Reading Groups	Group 1 - 2 Group 2 - 1	100% of the group working above expected at this time of the year. 66% working at end of KS1 expectations.	This will start again in January with the similar children and the same TA.
3	Reading – preload, 1 x weekly 20 mins	Group 1 - 3 Group 2 - 4	Two children LH and IRW achieved 104 and 100 in their NFER reading tests. All chn have moved up book bands.	Intervention completed – resources used elsewhere in Spring
	Reading Comp' 1 x weekly 20 mins	Group 1 - 1	This group are below ARE in class. 2/6 are EAL and have language barriers and 1 child is SEN. They have not achieved 75% of questions but are being supported to answer retrieval questions.	Reviewed target: intervention to change to reading fluency
		Group 2 - 4	NFER tests showed that 3 out of 6 children scored 66% on retrieval questions and one child scored 83%.	Due to children nearly being at target, this intervention will not continue.
4	Reading Intervention Each group 1 x per week 30 mins weekly	Group 1 - 7	4 out 7 chn in this group achieved 95 test mark	Change of intervention to focus on vocab work
		Group 2 - 3	2 out 3 chn in this group achieved 95 test mark	
		Group 3 - 1	This child achieved 95 in their test	
	Retrieval work 20 mins	2	Both of these children achieved the success criteria	Focus of the group to change to basic inference in Spring
	Vocab (DL) 5 x 15 mins	1	Increased vocabulary shown. Continue with vocabulary work during lessons and intervention	Continue in spring
5	Reading 20 mins	5	Intervention run as and when TAs were available. Success Criteria not fully achieved as not consistently run	Intervention to continue more consistently next term to achieve the success criteria
6	Reading interventions 30 mins 3 x weekly	Group 1 - 9 - 33	Fluency practised, modelled by other teachers, Chn showed improved skills to younger chn. 61% achieved 95+	Reading groups changed for Spring 1 on the varying test scores within current groups.
	Reading interventions	Group 1 - 1	Comprehension of text showing improvement - questioning based on ideas and ability to	Showed improvement in last round of testing but still below expectations. Continue with

		Each group 30 mins 2 x weekly		evidence find showing marginal gains. Speed and volume improving but gains still to be made with expression and tone.	reading group currently in. Push for further home reading and reading aloud. Use others in group as models.
			Group 2 - 3	This group needed a bigger push with inference based questioning - taken from analysis of QLA. However, MA needs a continued push on retrieval and evidence finding from within the text. 66% scored above 95 on previous testing and 100% scored above 90. Improvements made by all children in terms of reading speed, tone and expression.	MA could potentially move into a further retrieval/vocab group with AF from group 1.
			Group 3 - 3	EE showing more independence, when looking at inference questions. CM needs more support with fluency and speed of completing texts, her vocabulary knowledge is also lacking at times. KB has shown he can now start to use evidence from the text to justify answers.	CM could also form part of new group containing MA and AF to focus on speed and retrieval skills.
			Group 4 - 3	All children in this group are making small gains. They need to continue reading at all opportunities and home reading needs to be a priority. Vocab and retrieval also needs to be looked at, after speed and confidence has improved.	Group needs to stay the same or could include the 3 children from other groups. This would mean redeploying KH and JJ from this group to ensure small numbers.
		ECAR 20 mins 5 x weekly	3	AW - Moved up 3 levels over 3 months. The other 2 children too advanced for ECAR	AW - to continue in Spring. Other 2 children to be removed from the intervention, they need to be moved to a reading group

Review Term 2	Year Group	Intervention	Children	Review against success criteria / Notes	Next Steps - Spring Term
	1	Daily Reader	13	6/13 children have successfully achieved increased fluency within this intervention, 2/13 have partially achieved, 4/13 have not achieved, 1/13 left school	Due to the Corona Virus, Summer interventions have not been planned
	2	ECAR	3	All children working well through the intervention, however this would need continue in summer term	
		Reading Group	3	Unfortunately, due to teacher absence and C-19 this Spring 2 intervention did not happen.	
		Literacy	5	2/5 progressing through interventions well, 2/5 still needing adult support, 1/5 needs further inventions	
	3	Reading Fluency	4	3/4 intervention working successfully, 1/4 still struggling - needs further intervention	
		Pivats	1	achieved success criteria	
		Literacy	2	1/2 completed intervention with full success, 1/2 still needs further intervention	
	4	Vocab	1	Successfully achieved	
		Vocab Work	2	Successfully achieved	
		Literacy	7	3/7 fully completed intervention aims, 3/7 partially achieved, 1/7 further intervention required	
	5	Literacy	1	Further intervention needed	
	6	Reading Groups	71	42/71 increased their score from the 2018 paper to the 2019 paper. 8/71 stayed the same. 21/71 decreased (of those 21, 15/21 only dropped by a maximum of 2 SS marks)	
		Reading EA	3	1/3 improved by 4 SS, 1/3 improved by 6 SS, 1/3 SS decreased by 2	
		Reading LH	1	Child increased scaled score by 1	
		ECAR	1	This child is progressing well but due to the fact she is EAL she needs constant adult intervention for her reading	
Review Term 3					

Objective 3 Phonics Years: FS, Y1, Y2, Y3, Y4	What will we do? Autumn only Autumn & Spring Spring	How much will it cost? Weekly / Annually (38)	How many pupils will benefit?	Who will be responsible?	What will success look like?
Y1	Phonics phase 5 intervention Each group 20 mins 1 x weekly	<u>G1</u> £1.65 £23.10 <u>G3</u> £1.65 £23.10	<u>G1</u> PP 2 Total 4 <u>G3</u> PP 3 Total 6	Y1 TA	100% will have improved on average 5 phonic screening check point marks
	Phonics Phase 3 3 x weekly 20 mins per group	<u>G1</u> £2.48 £27.28 <u>G2</u> £3.31 £36.41 <u>G3</u> £4.97 £54.67	<u>G1</u> PP 1/4 <u>G2</u> PP 1/3 <u>G3</u> PP 2/4	Y1 TA	To raise score in line to pass the test in June
Y2	Phonics 4 x weekly (lunchtime 30 mins)	£17.39 £243.46	PP 7 Total 16	Y1 TA	Improvement in blending and segmenting skills; Improvement in knowledge of GPC's
	Phonics Year 2 resit 4 x weekly (lunchtime 30 mins)	£18.18 £199.98	PP 7 Total 15	Y1 TA	To improve by 4 phonics screening marks by March
Review Term 1					
	Year Group	Intervention	Number of PP children	Review against success criteria / Notes	Next Steps - Spring Term
	1	Phonics phase 5 intervention Each group 20 mins 1 x weekly	Group 1 - 2	H - Baseline 2, now at 15. L - baseline 15 now at 22. Increased an average of 10 marks	Groups being re-done for after the holidays. Interventions for Phase 2, Phase 3 and Phase 5 will be put into place.
			Group 3 - 3	C - baseline 13, now at 30, O - baseline 30 now on 40. C - baseline 11 now on 20. Increased by an average of 11 marks	Groups being re-done for after the holidays. Interventions for Phase 2, Phase 3 and Phase 5 will be put into place.
2	Phonics 4 x weekly (lunchtime 30 mins)	7	83% of the group increased their phonics score by an average of 5 marks	Will continue to improve year 2 resit scores	

Review Term 2	Year Group	Intervention	Children	Review against success criteria / Notes	Next Steps - Spring Term
	1	Phonics phase 3	4	2/4 children are on track now to pass their phonics test, unfortunately 2/4 are not predicted to pass their phonics test.	Due to the Corona Virus, Summer interventions have not been planned
	2	Phonics resit	7	Testing in March did not happen due to Corona school closures	
Review Term 3					

Objective 4 Writing Years: Y1 – Y6	What will we do? Autumn only Autumn & Spring Spring	How much will it cost? Weekly / Annually	How many pupils will benefit?	Who will be responsible?	What will success look like?
Y1	Fine Motor Skills Each group 20 x mins daily	<u>G1</u> £4.18 £58.52 <u>G2</u> £7.87 £110.18 <u>G3</u> £2.09 £29.26	<u>G1</u> PP 2 Total 5 <u>G2</u> PP 3 Total 4 <u>G3</u> PP 1 Total 5	Y1 TA	Children are able to form legible letter using a correct pencil grip
	Fine Motor Skills Each group 20 mins 3 x weekly	<u>G1</u> £3.97 £43.67 <u>G2</u> £6.62 £78.82 <u>G3</u> £1.98 £21.78	<u>G1</u> PP 2/5 <u>G2</u> PP 2/3 <u>G3</u> PP 1/5	Y1 TA	To improve hand-eye coordination To improve handwriting To improve strength and pencil grip
Y2	Basic Sentence Work Wednesday & Thursday 1-2pm	£7.45 £104.30	PP 6 Total 16	Y2 TA	Improvement in basic sentence structure
	Sentence Writing 2 x 25 mins weekly	£4.57 £63.98	PP 1 Total 2	Y2 TA	Children are able to form sentences to form simple narratives
	Writing Group 1 x weekly 1 hour	<u>G1</u> £2.38 £26.12 <u>G2</u> £7.10 £78.10	<u>G1</u> PP 1/6 <u>G2</u> PP 3/6	Y2 teacher	To improve basic sentence structure and writing content. Successful if 80% of children achieve ARE
Y3	Spelling Each group 1 x weekly 20 mins	<u>G1</u> £0.55 £14.30 <u>G2</u> £2.75 £71.50	<u>G1</u> PP 1 Total 6 <u>G2</u> PP 4 Total 5	Y3 Teacher	Children will be able to spelling 75% of the high frequency words.
	Sentence Writing 2 x 25 mins weekly	£1.92 £21.12	PP 1 Total 3	Y3 TA	Children are able to form sentences to form simple narratives that read fluently from start to finish.
Y4	Beat Dyslexia 3 x weekly 30 mins	£14.88 £386.88	PP 5 Total 5	Y4 TA	Evidence of skills covered applied in writing. 80% of Children show improvement in spelling at 2.1+ on Spelling related domains on SPAG

					assessment framework attached to RAG.
	Sentence work (DL) 3 x weekly 20 mins	£9.94 £258.44	PP 1 Total 1	Y4 TA	DL shows increasing awareness of sentence construction and evidence of sentences with structure in correct order.
Y5	Writing 1 x weekly 20 mins	£3.31 £86.06	PP 5 Total 5	Y5 TA	Children to form basic sentences using correct punctuation.
Y6	Handwriting 1 x 20 mins	£3.34 £86.84	PP 6 Total 6	Y6 L3 TA	Writing will be eligible and easily read in all books 90% of the time.

Review Term 1	Year Group	Intervention	Number of PP children	Review against success criteria / Notes	Next Steps - Spring Term
	1	Fine Motor skills	6	Their letter formation is getting better but this needs to be practiced across all areas of learning	Intervention to continue with the same children
	2	Basic Sentence Work 2 x weekly 1-2pm	6	This happened during the first half term 2 x weekly. However, this intervention was inconsistent in the 2nd half of the term, reduced to 1 x weekly due to staffing	Autumn's sentence writing and basic sentence will merge into a teacher run writing group
		Sentence Writing 2 x 25 mins weekly	1	This happened during the first half term 2 x weekly. However, this intervention was inconsistent in the 2nd half of the term, reduced to 1 x weekly due to staffing	Autumn's sentence writing and basic sentence will merge into a teacher run writing group.
	3	Spelling Each group 1 x weekly 20 mins	Group 1 - 1	Spelling has worked well. Helen has taken children most weeks. 5/6 children can spell 75+ HFW. Baseline testing has shown in 6 weeks children have learnt 6 new spellings on average.	To continue and review ch in intervention. Ideally secure 100HFW spellings by Easter.
			Group 2 - 5		
	4	Beat Dyslexia 3 x weekly 30 mins	5	SEND children. Currently a mixture of 3 and 2.2. 2.2 children have moved from a 3 so intervention is showing an impact.	Intervention to continue.
		Sentence work (DL) 3 x 20 mins	1	Evidence of correct basic sentence construction. Needs to continue as if intervention stops at this point progress will be lost	Continue
	5	Writing 20 mins	5	Intervention run as and when TAs were available. Success Criteria not fully achieved as not consistently run	Intervention to continue more consistently

	6	Handwriting 1 x 20 mins	6	Writing in handwriting sessions rapidly improving but this is not being translated to the rest of their books 90% of the time.	Intervention to continue, TA to check rest of books during intervention to close gap to 90%. Next term to use 'Write from the Start' program
Review Term 2	Year Group	Intervention	Children	Review against success criteria / Notes	Next Steps - Spring Term
	1	Fine motor skills	5	3/5 children have made great improvements in their handwriting and therefore their writing work. Unfortunately 2 children still need adult intervention to produce legible writing	Due to the Corona Virus, Summer interventions have not been planned
	2	Writing Group	4	Unfortunately, due to teacher absence and C-19 this Spring 2 intervention did not happen.	
	3	Spelling group	5	3/5 interventions are going well but still need adult support, 2/5 intervention still needed	
		Sentence writing	1	Still working towards the success criteria	
	4	Beat Dyslexia	5	5/5 improved during Spring term but not quite at 2.1 level. All children need additional support to achieve 2.1 level	
		Sentence work	1	Successfully achieved	
	5	Writing	5	2/5 children achieved, 1/5 partially achieved, 1/5 not achieved, 1/5 left the school	
	6	Handwriting	6	All children have the capability of legible handwriting but are still not using it in all lessons, especially numbers in maths.	
	Review Term 3				

Objective 5 Maths Years: Y1 – Y6	What will we do? Autumn only Autumn & Spring Spring	How much will it cost? Weekly / Annually (38)	How many pupils will benefit?	Who will be responsible?	What will success look like?
Y2	Maths intervention 2 x weekly Each group 30 mins	<u>G1</u> £12 £168 <u>G2</u> £9.15 £128.10 <u>G3</u> £14.22 £199.08	<u>G1</u> PP 3 Total 8 <u>G2</u> PP 2 Total 7 <u>G3</u> PP 4 Total 9	Y2 Teacher	Improvement in Arithmetic skills
	Maths intervention 1 x weekly 30 mins	<u>G1</u> £2.66 £29.33 <u>G2</u> £1.73 £19.06 <u>G3</u> £1.75 £19.25	<u>G1</u> PP 2/6 <u>G2</u> PP 2/6 <u>G3</u> PP 3/6	Y2 Teachers x 3	To improve basic arithmetic skills. Successful if children to go from an average score of 9 to an average score of 15. 6 point improvement.
Y3	Basic Maths Each group 1 x weekly 20 mins	<u>G1</u> £1.65 £42.90 <u>G2</u> £1.98 £51.48	<u>G1</u> PP 3 Total 6 <u>G2</u> PP 3 Total 5	Y3 TA	Children show increased awareness and confidence with place value in maths sessions. Evidence in books clearly demonstrates improved awareness and confidence with place value.
	Pivats 20 mins	£0.69 £7.59	PP 1 Total 3	Y3 TA	Improved pivot scores by 2 since the September baseline
Y4	Place Value (DL) 5 x weekly 15 mins	£12.40 £322.40	PP 1 Total 1	Y4 Teacher	DL shows increased awareness and confidence with place value in maths sessions. Evidence in books clearly demonstrates improved awareness and confidence with place value.
Y5	Basic Maths 2 x 30 mins weekly	£10.97 £153.58	PP 4 Total 4	SEND CO	Improved basic skills demonstrated through arithmetic tests working towards scoring 10.
	Place Value 1 x weekly 20 mins	£2.09 £22.99	PP 5 Total 5	Y5 TA	Children show increased awareness and confidence with place

					value in maths sessions. Evidence in books clearly demonstrates improved awareness and confidence with place value.
Y6	Basic Maths 2 x weekly 30 mins	£11.22 £157.08	G1 PP 6 Total 6	DoL Y6 teacher	Improved basic skills through arithmetic tests working towards scoring 10.
	Maths (EA) 1 x weekly 1 hour	£5.33 £58.30	PP 2/6	Y6 teacher	To improve scaled score
	Maths (LH) 1 x weekly 1 hour	£4.50 £49.50	PP 2/7	Y6 teacher	To improve scaled score

Review Term 1

Year Group	Intervention	Number of PP children	Review against success criteria / Notes	Next Steps - Spring Term
2	Maths intervention 2 x weekly Each group 30 mins	Group 1 - 3	Average arithmetic score of 4/25 - no baseline comparison	This will start again in Spring after school run by teachers
		Group 2 - 2	Average arithmetic score of 13/25 - no baseline comparison	
		Group 3 - 4	Average arithmetic score of 17/25 - no baseline comparison	
		Group 2 - 3		
3	Basic Maths Each group 20 mins	Group 1 - 3 Group 2 - 3	60% of sessions going ahead due to staffing issues. 3/6 children are showing improvements in class. 3/6 children achieved ARE on standardised score on NFER test whilst the other 3 children were between 92-100. On average the standardised score is 91%, 2 of which scored over 100/	This intervention needs to continue but with consistency.
4	Place Value (DL) 5 x weekly 15 mins	1	Place value secure at level expected in line with PIVAT points	Intervention to continue with a changed of focus. Focus now on basic calculation
5	Basic Maths 2 x 30 mins weekly	4	Not achieved 2 x a week due to staffing issues. Children are slowly improving within tests.	Not continuing in Spring, SENDCO changing focus and year group
6	Basic Maths 2 x weekly 30 mins	6	Children are making small steps of progress, mainly down to exposure to classroom teachings. Basic arithmetic has been the focus and looking at the latest paper (11/12/19). On average children's scores increased by 2 marks from October to November	Improved focus of this group from Spring. Taken a back seat to reading for a period of time since last SAT test to ensure rapid progress. Continue with arithmetic focus and embed fractions teaching too

Review Term 2	Year Group	Intervention	Children	Review against success criteria / Notes	Next Steps - Spring Term
	2	Maths intervention	7	3/5 ready were progressing through the interventions, probably not needed for summer term. 4/5 intervention needed to continue	Due to the Corona Virus, Summer interventions have not been planned
	3	Basic maths	6	2/5 progressing well - intervention still needed, 3/5 Still working towards success criteria as confidence needs to improve, 1/5 not progressing as well as expected due to a high level of lateness	
		Pivats	1	Intervention successful	
	4	Place Value	1	Successfully achieved	
	5	Place Value	5	1/5 achieved, 2/5 partially achieved, 1 partially achieved with heavy scaffolding, 1 left school	
	6	Maths (EA)	2	1/2 increased SS by 7, 1/2 SS stayed the same	
		Maths (LH)	2	1/2 increased SS by 6, 1/2 increased SS by 7	
Review Term 3					

Objective 6 Pastoral Years: All	What will we do?	How much will it cost? Annually (38)	How many pupils will benefit?	Who will be responsible?	What will success look like?
FS2	SEMH interventions	967.66	PP 1/7 PP 1/5	Pastoral Manager	All children working towards being removed from case load on an improved score from caseload entry.
Y1	SEMH interventions	5805.96	PP 6/18 PP 5/16	Pastoral Manager	
Y2	SEMH interventions	3870.64	PP 4/9 PP 4/9	Pastoral Manager	
Y3	SEMH interventions	8708.94	PP 9/14 PP 6/14	Pastoral Manager	
Y4	SEMH interventions	12579.58	PP 13/17 PP 9/16	Pastoral Manager	
Y5	SEMH interventions	6773.62	PP 7/8 PP 7/8	Pastoral Manager	
Y6	SEMH interventions	10644.26	PP 11/20 PP 8/15	Pastoral Manager	
Review Term 1	Year groups	What will we do?	How many pupils will benefit?	Review	
	FS2	SEMH interventions	PP 1		
			Total 7		
	Y1	SEMH interventions	PP 6	PP now 5 chn	
			Total 18		
	Y2	SEMH interventions	PP 4		
			Total 9		
	Y3	SEMH interventions	PP 9	PP now 6 chn	
			Total 14		
	Y4	SEMH interventions	PP 13	PP now 9 chn	
			Total 17		
	Y5	SEMH interventions	PP 7		
			Total 8		
	Y6	SEMH interventions	PP 11	PP now 8 chn	
			Total 20		
Review Term 2	Year groups	What will we do?	How many pupils will benefit?	Review	
	FS2	SEMH interventions	PP 1		
			Total 7		
	Y1	SEMH interventions	PP5		
			Total 18		
	Y2	SEMH interventions	PP 4	PP now 2	
			Total 9		
	Y3	SEMH interventions	PP 6		
			Total 14		
	Y4	SEMH interventions	PP 9	PP now 8	
			Total 17		
	Y5	SEMH interventions	PP 7	PP now 6	
			Total 8		
	Y6	SEMH interventions	PP 8	PP now 5	
			Total 20		

Review Term 3	
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Additional Planned Use of Funding (Whole Academy)

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
Educational visits	£50 per child Total = £8,400	173	All teachers	Enable PP children to access curriculum based visits to enrich their learning experiences.
DOL in Year 6	£9480 annually £5078.57	33 PP 71 total	HoA	Improvement of scaled scores that DOL works with throughout the day.
Sensory Room	£417.96	Approx. 80	KT	To give targeted PP children a safe space to develop their fine and gross motor skill special awareness and improved focus and well-being.
EWO	PP- £45.17 Total - £148.44 £1716.74	Term 5 2018-2019 14 PP 46 Total	PY	To show an improved % attendance to be within 5% of the non-disadvantaged children in school.
LEA EWO	£1457 (2hrs per wk x 38 weeks x £33.10 per hr) £2515.6	Term 5 2018-2019 14 PP 46 Total	PY	To show an improved % attendance to be within 5% of the non-disadvantaged children in school.
Music support	£30 per hour Y1/2 2 hours per week. Approx. 30 weeks £1800 total £631.34	<u>Year 1/2</u> PP 47 Total 134	AH	Children's music curriculum is enriched with further experiences
Breakfast Club	£78.60 £2986.80	50 children on average	HoA	To provide a nutritious stimulating start to their day which promotes active learning throughout the entire day.

Extra Teacher in Y4	£15827.24	33	HoA	Lower class sizes to allow more quality first teaching to take place.
Educational psychology	£3000 total £1500	PP 3 Total 6	CS	Children will receive more support through EHCP provision and children will be given small steps to work on in class
Homework club	£5.14 £195.32	PP 30 Total 73	EA	To give children access to suitable help with Year 6 level homework.
Free book for PP chn termly	£2 per book per PP child per term £1038	178	HoA PB	To give children more opportunities to take pride in reading and owning their own books.
Reading Scheme	£1200	178	HoA	To raise the profile of reading at home for pleasure.
SEND CO	£6643	178	CS	Children will receive more support through EHCP provision and children will be given small steps to work on in class
SEND CO Training	£686	178	CS	To allow SEND CO access to latest training and pedagogy in order to ensure disadvantaged children are receiving the best quality provision
Ipads + trolley	£30000	178	SB	To enrich the curriculum using latest technology
TA per class	£62212.80	178	HoA	To provide targeted interventions whilst enabling the continuation of whole class teaching.
Tutoring in Year 6	£2000	33	EA	To give children access to suitable help with Year 6 level work towards SATS testing.

Teach First in Year 2	£9600	27	AH	Extra intervention for year 2 % of children achieving ARE compared to GLD.
New books for the Library	£6000	178	HoA	To raise the profile of reading at school and home for pleasure.
Supplementary Educational trip money	£3054	178	HoA	Enable PP children to access curriculum based visits to enrich their learning experiences.
Swimming	£3845.30	33	PB	To allow extra swimming lessons over and above the National Curriculum entitlement.
Attendance Awards	£900	Whole School	HoA	To show an improved % attendance to be within 5% of the non-disadvantaged children in school.
Covid -19	Week 1/2/3/ – KS1, FS & PP 344 children x £15 x 3 weeks £15,480 Week 4 – PP only 189 children x 15 £2835	All PP children 189	HoA	Food vouchers for all PP children during school closure do to Covid 19

Macaulay's Response to Covid-19

- PP children food vouchers paid for and emailed out to parents
- Contact is made to all homes fortnightly to ensure families/children are spoken to. CPOMS filled in accordingly
- All children sent home with a home learning pack before Friday 20th March
- Online learning available and encouraged for the duration of school closure