|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Identified need based on evaluation of previous ½ termly data analysis** | **Nominal expenditure for Pupil Premium Work** | **Staff / Role** | **Support Intervention** | **Number of pupils involved** | **Expected impact / outcome** | **Termly proportion of expenditure** | **Impact** |
| Class teacher identified Immediate intervention due to misconceptions in lesson - **Writing** | £4921 | Quality First teaching 5 x hours weekly  Teacher as needed  TA as needed  5 x weekly group  20 minutes  Per year group stated. | Misconceptions intervention | Year 1 = 10  Year 2 = 11  Year 3 = 13  Year 4 = 10  Year 5 = 12  Year 6 = 11 | Achieve before next lesson | £1554 | Children catch up with their understanding before the next lesson so that they can continue learning at the same rate as the class. |
| Class teacher identified Immediate intervention due to misconceptions in lesson – **Mathematics** | £4921 | Quality First teaching 5 x hours weekly  Teacher as needed  TA as needed  5 x weekly group  20 minutes  Per year group stated. | Misconceptions intervention | Year 1 = 10  Year 2 = 11  Year 3 = 13  Year 4 = 10  Year 5 = 12  Year 6 = 11 | Achieve before next lesson | £1554 | Children catch up with their understanding before the next lesson so that they can continue learning at the same rate as the class. |
| **Identified need based on evaluation of previous ½ termly data analysis** | **Nominal expenditure for Pupil Premium Work** | **Staff / Role** | **Support Intervention** | **Number of pupils involved** | **Expected impact / outcome** | **Termly proportion of expenditure** | **Impact** |
| Class teacher identified Immediate intervention due to misconceptions in lesson – **Reading** | £4921 | Quality First teaching 5 x hours weekly  Teacher as needed  TA as needed  5 x weekly group  20 minutes  Per year group stated. | Misconceptions intervention | Year 1 = 10  Year 2 = 11  Year 3 = 13  Year 4 = 10  Year 5 = 12  Year 6 = 11 | Achieve before next lesson | £1554 | Children catch up with their understanding before the next lesson so that they can continue learning at the same rate as the class. |
| Gaps in Literacy need to be addressed | £959 | TA - JB  Daily group intervention  30 minutes | Gaps in Literacy | Nursery = 7 | To move from baseline assessed stage in CL | £302 | All have met or exceeded target apart from1 child, but not concerned as this child is Higher achiever. Continue next half term with rhyming, initial phonemes and name writing. |
| **Identified need based on evaluation of previous ½ termly data analysis** | **Nominal expenditure for Pupil Premium Work** | **Staff / Role** | **Support Intervention** | **Number of pupils involved** | **Expected impact / outcome** | **Termly proportion of expenditure** | **Impact** |
| Speech and language skills poor as assessed by teacher | £1438 | D.C – Reception TA  15 minutes each child daily.  GM – TA - Year 1 | Speech and language intervention | Reception = 2  Year 1 = 1 | To move from baseline assessed stage in CL  Specific S & L targets achieved | £453 | In R –making good progress  In Y1 – child refusing to attempt inhibiting progress. Continue to try different techniques to engage |
| Children not yet able to write name/form letters correctly | £2876 | D.C – Reception TA 15 minutes each daily | Letter formation support | Reception = 6 | To be able to write name and/or form phase 2 letters correctly | £908 | Improving.  Continue with letter formation practise. |
| Segmenting and blending skills need support | £2876 | D.C – Reception TA 15 minutes each daily | Segmenting and blending support to read | Reception = 6 | To be able to segment and blend CVC words | £908 | All working well – moved on to CCVC words when appropriate. |
| **Identified need based on evaluation of previous ½ termly data analysis** | **Nominal expenditure for Pupil Premium Work** | **Staff / Role** | **Support Intervention** | **Number of pupils involved** | **Expected impact / outcome** | **Termly proportion of expenditure** | **Impact** |
| Children either needing challenge in maths or support to catch up – as assessed by teacher. | £3355 | D.C – Reception TA  15 minutes daily each child. | Support in maths to achieve specific target for each child. | Reception = 7 | Children to achieve their SMART target in the area of Mathematics. | £1059 | All to continue working on their targets to achieve ELG |
| Children who are PP and also have IEP intervention | £4048 | D.C – Reception TA  15 minutes daily each child.  GM – TA3 /KD-TA3?  Daily 20 minutes  Group/individual  RW – TA x 3 weekly 20 minutes each  MB – HLTA 3 x weekly 20 minutes each  DL – HLTA  30 mins | Support to achieve IEP targets | Reception = 4  Year 1 = 4  Year 2 = 3  Year 3 = 4  Year 4 = 2 | Children to achieve their individual SMART targets on IEP | £1277 | New targets given  Y1 = New targets given to those who achieved. Continue.  Y2 = targets achieved new targets set for IEP  Y3 - Targets achieved – new targets given for IEP.  Y4 – Targets continue to work on. |
| **Identified need based on evaluation of previous ½ termly data analysis** | **Nominal expenditure for Pupil Premium Work** | **Staff / Role** | **Support Intervention** | **Number of pupils involved** | **Expected impact / outcome** | **Termly proportion of expenditure** | **Impact** |
| Nurture needed | £2731 | W.L – Pastoral manager.  1hr weekly = Rec  1hr x 2 weekly = Y1 1hr x 2 weekly Y3, Y4 group | Rainbow club | Reception = 4  Year 1 = 4  Year 2 = 2(both not pp)  Year 3 = 3  Year 4 = 1 | To achieve their Nurture targets | £862 | All making small steps progress - continuing with nurture programme |
| PSED support needed | £404 | H.R Learning Mentor –  1hr weekly | PSED group | Reception = 2 | To make progress in PSED area of learning | £128 | Making small steps progress. Continue with support |
| Child identified as selective mute. | £101 | D.C – Reception TA  Daily 15 minutes | Selective mute programme | Reception = 1 | Child able to use non-verbal sounds such as shaking an instrument. Respond in play to a key person with basic words. | £32 | Child is making small steps progress and needs to continue practicing these targets. |
| Falling behind in phonics | £2006 | DL – HTLA  Y1- 4 x weekly  30 minute groups  Y2 – 4 x weekly  30 minute groups | Phonics intervention | Year 1 = 5  Year 2 = 4 | Year 1 Children pass the phonics test in Summer 1  Year 2 confidently read phase 5 words | £633 | All making some progress. Some children no longer need intervention.  Continue to assess. |
| **Identified need based on evaluation of previous ½ termly data analysis** | **Nominal expenditure for Pupil Premium Work** | **Staff / Role** | **Support Intervention** | **Number of pupils involved** | **Expected impact / outcome** | **Termly proportion of expenditure** | **Impact** |
| Working at 40-60 months, or still 1b - need to catch up with phonics. | £627 | K.D – TA3?/HTLA  5 x weekly 5minutes each child  individual | Precision teach phonics | Year 1 = 3 | Achieve 1b+ in year 1 curriculum | £198 | Phonics screening scores have increased however still behind so continue intervention. |
| Poor number recognition | £157 | TA - GM  5 x weekly  5 minutes | Number recognition practise | Year 1 = 1 | Child to recognise numbers | £50 | Change approach next half term as intervention has not worked. |
| Poor handwriting | £1020 | TA - KD - Year 1  2 x weekly 45 mins group  RW – TA  2x weekly 20 mins  KC – TA Year 4 | Support with specific letters in handwriting. | Year 1 = 4  Year 2 = 4  Year 4 = 5 | Letter formation for specific joins improves.  Clear lead ins and outs to letters, begin to join correctly. Clear Ascenders and descenders  Joins and letter formation improve presentation. | £322 | Y1 = Some children have made lots of progress but still need to continue.  Y2 = Continued evidence of improving handwriting skills  Y4 =  Improving especially due to handwriting books – continue. |
| **Identified need based on evaluation of previous ½ termly data analysis** | **Nominal expenditure for Pupil Premium Work** | **Staff / Role** | **Support Intervention** | **Number of pupils involved** | **Expected impact / outcome** | **Termly proportion of expenditure** | **Impact** |
| Support needed for basic writing skills | £502 | DL – HTLA  2x weekly 30 minutes | Writing intervention | Year 2 = 3 | Write sentences using the correct GPS skills. | £159 | Continue with intervention – both children making some progress within sessions. |
| Poor application of phonics skills | £239 | HLTA – MB – Year 3  1 x 30 minutes weekly | Phonics into writing support | Year 3 – 1 (as part of a group) | Improvements in spelling in independent writing | £75 | Improvements in writing ability and confidence to write. |
| Sentence structures and composition poor | £548 | Teacher - Year 4  1 x weekly 25 min  HTLA – MB - Year 3  3 x 10 minutes weekly | Writing composition. | Year 4 = 4  Year 3 = 1 | Sentence structures improve so that writing makes more sense | £172 | Progress made focus next half term on editing and improving own work  Y3 – lack of motivation from child hindering progress. Re engagement needed. |
| Behaviour Buddy needed to support positive behaviour. | £629 | 1 behaviour buddy per child across school Teacher/TA  2 minutes catch-up daily | Behaviour support | Year 1 =  Year 2 = 2  Year 3 = 3  Year 4 = 4 | Reduction of Yellow and red cards | £104 | Some effect. Continue with support |
| **Identified need based on evaluation of previous ½ termly data analysis** | **Nominal expenditure for Pupil Premium Work** | **Staff / Role** | **Support Intervention** | **Number of pupils involved** | **Expected impact / outcome** | **Termly proportion of expenditure** | **Impact** |
| Poor behaviour | £478 | WL – Pastoral Manager 1hr weekly | Behaviour support | Year 4 =1 | Reduction of yellow and red cards | £151 | Children’s behaviour improving – monitor. Intervention to continue |
| Poor attendance | £910 | WL – Pastoral Manager 1hr weekly | Attendance work | Year 4 =2 | Improved attendance | £287 | Children’s attendance improving – monitor. Intervention to continue. |
| Child lacking in confidence and self esteem | £910 | H.R 1 x weekly for 1 hr - group | Social Skills | Year 2 = 2  Year 3 = 3 | To feel secure to trust and engage with others. | £287 | Y2 – Children to continue with support  Y3 – children to continue to work on targets |
| Poor speech and language | £1188 | Speech Therapist – Speech and language service – 1 x weekly 30 minutes | Speech and language intervention | Year 2 = 1 | To segment and blend words. Use a range of conjunctions in speech. | £375 | Progress small steps -Teachers to speak to Speech Therapist. |
| Emotional needs impacting on work/life/social interactions | £7015 | Play Therapist Sycamore Counselling Service  1 day weekly to meet all children 1 hour each. | Play Therapy | Year 2= no pp children  Year 3 = 2  Year 5 = 1  Year 6 = 2 | Improved behaviour/social skills | £2215 | Slow process but some improvements noticed.  On going |
| **Identified need based on evaluation of previous ½ termly data analysis** | **Nominal expenditure for Pupil Premium Work** | **Staff / Role** | **Support Intervention** | **Number of pupils involved** | **Expected impact / outcome** | **Termly proportion of expenditure** | **Impact** |
| Poor maths fluency | £1019 | TA – KD – Year 1  4 x 20 minutes weekly  TA – V.S. – Year 5  4 x 15 minutes weekly. | First class maths | Year 1 = 2  Year 5 = 3 | Fluency in basic skills improves | £322 | Y1 – small steps progress made, continue with intervention  Y5 = Progress made but intervention to continue in Summer term as children still well below ARE for Y5. |
| **Identified need based on evaluation of previous ½ termly data analysis** | **Nominal expenditure for Pupil Premium Work** | **Staff / Role** | **Support Intervention** | **Number of pupils involved** | **Expected impact / outcome** | **Termly proportion of expenditure** | **Impact** |
| Specific x tables not known fluently  Improve knowledge and application of number facts. | £1808 | TA – KD – Year 1  4 x 10 mins weekly  MB HLTA – Year 3  5 x weekly  2 groups of 4 children x 10 mins  KC - TA Year 4  10 mins 4x weekly  TA – S.C – Year 5  3 groups each having 4 x 10 minutes weekly  J.C TA Year 6  3 x weekly 10 mins | Precision maths  2 x table  Precision maths  2 x table  Precision maths  10 x table.  2/5/10 x table  7 x table  7 x & 6 x table | Year 1 = 2  Year 3 = 8  Year 4 = 2  Year 5 = 4  Year 6 = 3 | Pass the times table for specific table.  Pass the times table for specific table.  Pass the times table for specific table.  Group to know 7 x table and associated division facts  To know x tables and associated division facts. | £572 | Y1 – Children know 2 x table – intervention to number bonds to 20  Y3 -Improved times table fluency noted in lessons, confidence. Times table focus changed for next half term  Y4 – Children to continue and move to next x table  Y5 - All achieved. Some children to continue with intervention but based on four operations.  Y6 to continue intervention after SATS too. |
| **Identified need based on evaluation of previous ½ termly data analysis** | **Nominal expenditure for Pupil Premium Work** | **Staff / Role** | **Support Intervention** | **Number of pupils involved** | **Expected impact / outcome** | **Termly proportion of expenditure** | **Impact** |
| Reasoning skills in maths poor | £331 | Teacher – Year 4  1 x weekly 25 mins | Reasoning skills. | Year 4 = 3 | Reasoning skills in maths observed in lessons to improve | £105 | All children to continue as not as much progress as needed made but small steps have been observed. |
| Maths Intervention:  Develop Long Multiplication method | £383 | TA – J.C. Y6  3 x 20 minutes weekly | Long multiplication method practice | Year 6 = 2 | Be able to show they can calculate using long multiplication | £121 | Both achieved  New target – Long Division and to be able to identify errors independently |
| Short multiplication skills need attention. | £383 | TA – J.C. Y6  3 x 20 minutes weekly | Short multiplication method practice | Year 6 - 1 | Be able to calculate using short division | £121 | Progress erratic – now needs to be able to identify errors independently |
| **Identified need based on evaluation of previous ½ termly data analysis** | **Nominal expenditure for Pupil Premium Work** | **Staff / Role** | **Support Intervention** | **Number of pupils involved** | **Expected impact / outcome** | **Termly proportion of expenditure** | **Impact** |
| Poor application of Specific year spelling rules. | £1400 | Teacher – AC  30mins x 1 weekly  HTLA –MB - Year 3  30 minutes x 1 weekly  Teacher – LH  4 x 10 minutes weekly  J.C TA Year 6  2 x 20 minutes weekly | Year 2 spelling rules.  IEP individual word targets | Year 3 = 6  Year 5 = 2  Year 6 = 2 | Use of spelling rules taught in writing  Achieve 5 new words & applying in writing. | £442 | Spelling has been observed to have improved in 3/5. Need to continue to cover the spelling rules.  Y5 – Achieved, intervention to continue as children are well below ARE.  Y6 - Continue intervention to focus on application in test  . |
| **Identified need based on evaluation of previous ½ termly data analysis** | **Nominal expenditure for Pupil Premium Work** | **Staff / Role** | **Support Intervention** | **Number of pupils involved** | **Expected impact / outcome** | **Termly proportion of expenditure** | **Impact** |
| Poor comprehension skills. | £1704 | Teacher – FC  2 x 30 minutes weekly  K.C TA – Year 4  1 x weekly 25 mins  S.C TA – Year 5  3x 20mins weekly  J.C TA Year 6  2 x 25 mins weekly group | Reading comprehension | Year 3 = 4  Year 4 = 5  Year 5 = 1  Year 6 = 5 | Improved end of term test results. | £538 | Y3 – Some need different interventions – 1:1 situations would work better for all. Change intervention type.  Y4 – All children moved at least 1 step progress wise. Now need specific question type practice to improve confidence in these areas.  Y5 - Child achieved 2 steps progress. Focus on in Whole Class sessions from now.  Y6 - All Achieved improvements bunt now need to continue intervention with a focus on application in tests |
| **Identified need based on evaluation of previous ½ termly data analysis** | **Nominal expenditure for Pupil Premium Work** | **Staff / Role** | **Support Intervention** | **Number of pupils involved** | **Expected impact / outcome** | **Termly proportion of expenditure** | **Impact** |
| Poor comprehension | £284 | TA – J.C – Year 6  1 x 20 minutes weekly  TA – K.C Year 4  1 x weekly 25 minutes | 1:1 reading comprehension sessions  Reading comprehension practice | Year 6 = 1  Year 4 = 5 | Comprehension skills improve. | £90 | Target achieved but erratic attendance hinders progress and delivery – continue intervention after SATS to continue to improve. |
| Poor reading fluency | £445 | TA – J.C – Year 6  4 x 10 minutes weekly  TA – S.C – Year 5  3 x 10 minutes weekly | 1:1 reading sessions | Year 6 = 1  Year 5 = 3 | Fluency improves | £141 | Y6 - Target achieved but erratic attendance hinders progress and delivery – continue intervention after SATS to continue to improve.  Y5 – to continue to be heard as they need to be listened to regularly. |
| **Identified need based on evaluation of previous ½ termly data analysis** | **Nominal expenditure for Pupil Premium Work** | **Staff / Role** | **Support Intervention** | **Number of pupils involved** | **Expected impact / outcome** | **Termly proportion of expenditure** | **Impact** |
| No reading taking place at home – progress in reading slow | £878 | MB – HLTA  5 minutes x 3 weekly | Reading to an adult | Year 3 = 7 | Reading fluency improves. | £277 | All improving in fluency and confidence to have a go with unfamiliar words. Continue with some children. |
| Regular reading practice needed | Peer support | Year 5 child 5 minutes daily | Reading buddy | Year 4 = 3 | Reading regularly | Peer support | Reading more frequently. Consider swapping buddy. |
| RISE - specific needs in stress management to be addressed | £478 | RISE – group  HR Learning Mentor  1 hour weekly | RISE | Year 4 = 1  Year 5 = 1 | Specific targets met | Limited impact due to absence  £151 | Continue |
| Anxiety problems identified | £1315 | WL – Pastoral Manager  1 x 45 minutes weekly  Y6 - WL – Pastoral Manager x 60 minutes x 2 weekly | Social and emotional support for anxiety. | Year 5 = 1  Year 6 = 4 | Reduction in SDQ score. | £415 | Progress made, intervention to continue.  Y6 to continue to work with WL regarding preparation for SATS and transition |
| **TOTALS** | **£60,208** |  |  |  |  | **£18,914** |  |