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| **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 weeklyTeacher as neededTA as needed5 x weekly group20 minutesPer year group stated. | Misconceptions intervention | Year 1 = 10Year 2 = 11Year 3 = 13Year 4 = 10Year 5 = 12Year 6 = 11 | Achieve before next lesson | £1425 | 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 weeklyTeacher as neededTA as needed5 x weekly group20 minutesPer year group stated. | Misconceptions intervention | Year 1 = 10Year 2 = 11Year 3 = 13Year 4 = 10Year 5 = 12Year 6 = 11 | Achieve before next lesson | £1425 | 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 weeklyTeacher as neededTA as needed5 x weekly group20 minutesPer year group stated. | Misconceptions intervention | Year 1 = 10Year 2 = 11Year 3 = 13Year 4 = 10Year 5 = 12Year 6 = 11 | Achieve before next lesson | £1425 | 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 their spring baseline assessed stage in CL | £277 | All pupils have exceeded their target. 100% pupils are age related based on their age. Monitor JT- he needs more support than other pupils. |
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| Speech and language skills poor as assessed by teacher | £1438 | D.C – Reception TA15 minutes each child daily.GM – TA - Year 1 | Speech and language intervention | Reception = 2Year 1 = 1 | To move from baseline assessed stage in CLSpecific S & L targets achieved | £414 | In R –making good progress but continuing needsIn Y1 – a range of techniques have been tried with this child who finds attempting to engage with the programme difficult.  |
| 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 | £833 | Improving.Continue with letter formation practise/name writing |
| Segmenting and blending skills need support | £2876 | D.C – Reception TA 15 minutes each daily | Segmenting and blending support to read | Reception = 8 | To be able to segment and blend CVC or CCVC words depending upon ability | £833 | Children who were on CVC words have moved onto CCVC words. Those on CCVC words at the end of Spring 2 have made good progress. |
| **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 TA15 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. | £971 | ELG Achieved by 4/7 children. 3/7 children were much further behind, and did make good progress but missed out on the ELG. |
| Children who are PP and also have IEP intervention | £3569 | D.C – Reception TA15 minutes daily each child.GM – TA3 /KD-TA3?Daily 20 minutes Group/individualRW – TA x 3 weekly 20 minutes eachMB – HLTA 3 x weekly 20 minutes each DL – HLTA30 mins | Support to achieve IEP targets | Reception = 3Year 1 = 4Year 2 = 3Year 3 = 4Year 4 = 2  | Children to achieve their individual SMART targets on IEP | £1033 | New targets given Y1 = New targets given to those who achieved. Continue.Y2 = targets achieved new targets set for IEPY3 - Targets achieved – new targets given for IEP.Y4 – New Targets given, continue to work on. |
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| Nurture needed | £2731 | W.L – Pastoral manager. 1hr weekly = Rec1hr x 2 weekly = Y1 1hr x 2 weekly Y3, Y4 group | Rainbow club | Reception = 4Year 1 = 4Year 2 = 2(both not pp)Year 3 = 3Year 4 = 1 | To achieve their Nurture targets | £790 | All making small steps progress - continuing with nurture programme – Groups to alter slightly to adapt for year group changes in September. |
| PSED support needed | £404 | H.R Learning Mentor – 1hr weekly | PSED group | Reception = 2 | To make progress in PSED area of learning | £117 | Support affected due to staff absence mid - term. Sessions covered where possible by other staff members. |
| Child identified as selective mute. | £101 | D.C – Reception TADaily 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. | £30 | Child is making small steps progress and needs to continue practicing these targets. Y1 teacher to be made aware. |
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| Falling behind in phonics | £2006 | DL – HTLA Y1- 4 x weekly 30 minute groups Y2 – 4 x weekly30 minute groups | Phonics intervention | Year 1 = 5Year 2 =5 | Year 1 Children pass the phonics test in Summer 1Year 2 pass the retake  | £580 | 7/8 PP children passed the Year 1 phonics assessment. 5/8 were having intervention for phonics. The 1 child who did not pass is also SEN, and has speech and language needs.Yr2 retakes – 3/5 passed. 2 who did not have significant SEN needs. |
| Working at 40-60 months, or still 1b - need to catch up with phonics. | £627 | K.D – TA5 x weekly 5minutes each childindividual | Precision teach phonics | Year 1 = 3 | Achieve 1w in year 1 curriculum  | £182 | Those who did not pass Phonics screen will retake in year 2  |
| Poor number recognition | £157 | TA - GM5 x weekly 5 minutes  | Number recognition practise  | Year 1 = 1  | Child to recognise numbers  | £45 | Intervention beginning to make an impact. Slow progress made. Y2 teachers to implement interventions as necessary |
| **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 handwriting | £1020 | TA - KD - Year 12 x weekly 45 mins groupRW – TA 2x weekly 20 minsKC – TA Year 4 | Support with specific letters in handwriting. | Year 1 = 4Year 2 = 4Year 4 = 5 | Letter formation for specific joins improves.Clear lead ins and outs to letters, begin to join correctly. Clear Ascenders and descendersJoins and letter formation improve presentation. | £295 | Y1 = Progress made but will need continuing practice and monitoring in Y2Y2 = Continued evidence of improving handwriting skills – Y3 teacher to provide handwriting books to write in for English.Y4 = use of handwriting books in English lessons helping – continue. |
| Support needed for basic writing skills | £478 | DL – HTLA2x weekly 30 minutes | Writing intervention  | Year 2 = 3 | Write sentences using the correct GPS skills. | £138 | Some progress made with this intervention, children will need monitoring in Y3. |
| Poor application of phonics skills | £239 | HLTA – MB – Year 31 x 30 minutes weekly | Phonics into writing support  | Year 3 – 1 (as part of a group) | Improvements in spelling in independent writing | £69 | Confidence improved and ability to use phonics to support spelling. |
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| Sentence structures and composition poor | £548 | Teacher - Year 41 x weekly 25 minHTLA – MB - Year 3 3 x 10 minutes weekly | Writing composition. | Year 4 = 4Year 3 = 1 | Sentence structures improve so that writing makes more sense | £159 | Starting to edit and improve work in English using skills from intervention.Y3 – Some progress made with this intervention, however lots still to work on. |
| Behaviour Buddy needed to support positive behaviour. | £629 | 1 behaviour buddy per child across school Teacher/TA2 minutes catch-up daily | Behaviour support | Year 1 =Year 2 = 2Year 3 = 3Year 4 = 4 | Reduction of Yellow and red cards | £182 | Some effect. Continue with support |
| Poor behaviour | £455 | WL – Pastoral Manager 1hr weekly | Behaviour support | Year 4 =1  | Reduction of yellow and red cards | £132 | Children’s behaviour improving – monitor. Intervention to continue |
| Poor attendance | £478 | WL – Pastoral Manager 1hr weekly | Attendance work | Year 4 =2  | Improved attendance | £138 | 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 = 2Year 3 = 3 | To feel secure to trust and engage with others. | £263 | Intervention affected due to staff absence.  |
| **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 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.  | £344 | Progress small steps – still needs work forming the sounds j and sh. |
| 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 childrenYear 3 = 2Year 5 = 1Year 6 = 2 | Improved behaviour/social skills | £2031 | Slow process but some improvements noticed.On going |
| Poor maths fluency | £1019 | TA – KD – Year 14 x 20 minutes weeklyTA – V.S. – Year 54 x 15 minutes weekly. | First class maths | Year 1 = 2Year 5 = 3 | Fluency in basic skills improves  | £295 | Y1 – Progress made. Y2 teacher to monitor and implement interventions as necessaryY5 = Progress made Y6 teacher to assess whether intervention needs to continue next year and if so which specific area of maths is needed.  |
| **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 fluentlyImprove knowledge and application of number facts. | £1808 | TA – KD – Year 14 x weekly 10 minsMB HLTA – Year 35 x weekly2 groups of 4 children x 10 minsKC - TA Year 44 x weekly x 10 minsTA – S.C – Year 53 groups each having 4 x 10 minutes weekly J.C TA Year 63 x weekly 10 mins | Precision maths2 x tablePrecision maths3 x tablePrecision maths 4 x table.2/5/10 x tableFour operationsVarious x tables | Year 1 = 2Year 3 = 8Year 4 = 2Year 5 = 4Year 6 = 3 | Pass the times table for specific table.Pass the times table for specific table.Pass the times table for specific table.Know x tables and associated division facts. | £521 | Y1 – Children still need to work on speed of recallY3 –Continued improvements made, work will be needed in Y4.Y4 – Work to catch up needed in Y5Y5 – All made progress on the four operations and are using and applying more confidently Y6 – Continued interventions after SATS helped to keep times tables a priority and increase fluency. |
| **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 41 x weekly 25 mins | Reasoning skills. | Year 4 = 3 | Reasoning skills in maths observed in lessons to improve | £96 | 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. Y63 x 20 minutes weekly | Long multiplication method practice | Year 6 = 2 | Be able to show they can calculate using long multiplication | £111 | Both achievedNew target – Long Division and to be able to identify errors independently |
| Short multiplication skills need attention. | £383 | TA – J.C. Y63 x 20 minutes weekly | Short multiplication method practice | Year 6 - 1 | Be able to calculate using short division | £111 | 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 – AC30mins x 1 weeklyHTLA –MB - Year 330 minutes x 1 weekly Teacher – LH4 x 10 minutes weeklyJ.C TA Year 62 x 20 minutes weekly | Year 2 spelling rules.IEP individual word targets | Year 3 = 6Year 5 = 2Year 6 = 2 | Use of spelling rules taught in writingAchieve 5 new words & applying in writing. | £405 | Spelling has been observed to have improved in 4/5. Need to continue to cover the spelling rules.Y5 –continued as children are well below ARE. Children made good progress however spelling rules still have gaps. Y6 – SATS scores showed the impact of interventions.  |
| **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 – FC2 x 30 minutes weeklyK.C TA – Year 41 x weekly 25 minsS.C TA – Year 53x 20mins weeklyJ.C TA Year 62 x 25 mins weekly group | Reading comprehension  | Year 3 = 4Year 4 = 5Year 5 = 1Year 6 = 5 | Improved end of term test results. | £493 | Y3 – Intervention altered slightly to accommodate different learning styles and needs. All improved comp skillsY4 – Specific question type practice worked well and reading comprehension improved in those areas.Y5 – Intervention was as part of whole class GR session due to good progress last term.Y6 – Focus on specific question types to prepare for SATs and to improve overall comprehension worked well. |
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| Poor comprehension  | £284 | TA – J.C – Year 61 x 20 minutes weeklyTA – K.C Year 41 x weekly 25 minutes | 1:1 reading comprehension sessionsReading comprehension practice  | Year 6 = 1Year 4 = 5 | Comprehension skills improve. | £82 | Targets achieved and continued to work in this group after SATS to improve skills further and prepare for Y7. |
| Poor reading fluency | £445 | TA – J.C – Year 64 x 10 minutes weeklyTA – S.C – Year 53 x 10 minutes weekly | 1:1 reading sessions  | Year 6 = 1Year 5 = 3 | Fluency improves | £129 | Y6 Intervention continued after SATS to further increase fluencyY5 – Monitor in Y6 – Y6 teacher to decide as necessary if and when to intervene. |
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| 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. | £254 | Confidence to read aloud in class improved. Fluency improved. Monitor next year. |
| Regular reading practice needed | Peer support | Year 5 child 5 minutes daily | Reading buddy | Year 4 = 3 | Reading regularly | Peer support | Successful – consider again for next year. |
| RISE - specific needs in stress management to be addressed | £478 | RISE – group HR Learning Mentor1 hour weekly | RISE | Year 4 = 1Year 5 = 1 | Specific targets met | £139 | Limited impact due to absence |
| Anxiety problems identified | £1315 | WL – Pastoral Manager 1 x 45 minutes weeklyY6 - WL – Pastoral Manager x 60 minutes x 2 weekly | Social and emotional support for anxiety. | Year 5 = 1Year 6 = 4 | Reduction in SDQ score. | £380 | Progress made, assess whether intervention to continue in Y6Successful SATS test week – impact of intervention really supported the children for this time. |
| **TOTALS** | **£59,250** |  |  |  |  | **£17,147** |  |