

Identified need based on evaluation of previous $\frac{1}{2}$ 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	£4511	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 = 13 Year 2 = 12 Year 3 = 16 Year 4 = 11 Year 5 = 12 Year 6 = 13	Achieve before next lesson	£1662	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	£4511	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 = 13 Year 2 = 12 Year 3 = 16 Year 4 = 11 Year 5 = 12 Year 6 = 13	Achieve before next lesson	£1662	Children catch up with their understanding before the next lesson so that they can continue learning at the same rate as the class.

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Gaps in Literacy need to be addressed	£1296	TA - Daily group intervention 30 minutes	Daily small group intervention- addressing differences.	Nursery = 5	Children make good progress to begin to narrow gaps	£477	All pupils have made good progress 3 children added for half a term into next term
Speech and language skills poor as assessed by teacher	£1782	Speech Therapist 1 x weekly 30 minutes each	Speech Therapy on individual S& L targets	Year 2 = 3	Specific S & L targets achieved	£656	S& L to continue. Adults in class to continue to use recommendations from S&L therapist
Speech and language in class support	£695	Year 5 1:1 support 5 x 20 minutes weekly	Speech and language resources delivered as provided by Therapist for TA	Year 5 = 1	Specific S & L targets worked on and improved	£256	Progress made weekly

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Children cannot hear initial sounds	£1563	Reception TA 15 minutes each daily	Support to identify initial sounds in words	Reception = 3	To be able to hear initial sounds in words	£575	All achieved and moved to new targets – one child left the school.
Not identifying rhyme	£691	Reception TA 20 minutes each daily	Continue a rhyming string	Reception = 1	To be able to continue a rhyming string	£255	Further support needed – continue in Spring
Segmenting and blending skills need support	£2648	Reception TA 15 minutes each daily Year 1 TA 15 mins each daily	Segmenting and blending support to read	Reception = 4 Year 1 = 2	To be able to segment and blend CVC or	£977	Some children moved on to writing CVC words. One child to continue with this target
Word writing skills	£2084	Reception TA 15 minutes each daily	Support to write CVC words – letter formation and spelling	Reception = 4	Write CVC words	£769	Some children given new target to write simple sentence. 2 children to continue with this target.
Sentence writing skills	£3904	Reception TA 15 minutes each daily Year 1 TA 15 mins each daily	Support to write simple sentences	Reception = 1 Year 1 = 6	Write a simple sentence	£1438	Child to continue with this target.
Listening skills	£2084	Reception TA 15 minutes each daily	Support to listen to stories with increasing attention and detail	Reception = 4	Listen and recall an age appropriate story	£769	New targets to be given to describe setting, events and characters in stories.

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Children who are PP and also have IEP intervention	£12544	<p>Reception TA 15 minutes daily each child.</p> <p>TA3 Daily 20 minutes Group/individual</p> <p>Year 2 Daily 20 minutes Group/individual</p> <p>HLTA 3 x weekly 20 minutes each Year 4 TA 3 x 15 mins weekly each</p> <p>Year 5 TA 4 x weekly 15 mins each</p> <p>Year 6 TA 5 x weekly 15 min each</p>	Support to achieve IEP targets	<p>Reception = 1</p> <p>Year 1 = 4</p> <p>Year 2 = 4</p> <p>Year 3 = 3</p> <p>Year 4 = 3</p> <p>Year 5 = 4</p> <p>Year 6 = 4</p>	Children to achieve their individual SMART targets on IEP	£4619	<p>New targets given</p> <p>Y1 = New targets given to those who achieved. Continue.</p> <p>Y2 = targets achieved new targets set for IEP</p> <p>Y3 - Targets achieved – new targets given for IEP.</p> <p>Y4 – New Targets given, continue to work on.</p> <p>IEP targets assessed and new targets given.</p>

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Language skills	£521	Reception TA 15 minutes each daily	Use language skills to describe	Reception = 1	Describe setting, events and characters in a story	£192	Continue with this target for this child.
Phonics	£208	Year 4 TA 15 mins x 2 weekly	Recognise phase 2 & 3 phonics	Year 4 = 4	Children are confident to identify these sounds and apply to reading and writing.	£77	Progress being made – continue with in Spring Term
Nurture needed	£4665	Pastoral Team 1hr weekly = Rec 1hr x 2 weekly = Y1 & 2 1hr x 2 weekly Y3, Y4 x 1 hr weekly Y5 x 1 hr weekly	Rainbow club	Reception = 1 Year 1 = 4 Year 2 = 4 Year 3 = 4 – non PP Year 4 = 2 Year 5 = 1	To achieve their Nurture targets	£1718	All enjoying attending nurture group R – continue into spring term – gaining independence and happy to come Nurture to continue for all other children.
Child identified as selective mute.	£564	Year 1 TA Daily 15 minutes	Selective mute programme	Year 1 = 1	Child able to use non-verbal sounds such as shaking an instrument. Respond in play to a key person with basic words.	£208	Child will now talk to other children during nurture and to an adult during nurture but only if nobody else is around. This is very infrequent

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Not on the correct phase of phonics for stage.	£1208	HTLA Y1- 1 x weekly 20 minute groups Y2 – 4 x weekly 30 minute groups	Phonics intervention	Year 1 = 11 Year 2 = 3	Year 1 Children pass the phonics test in Summer 1 Year 2 pass the retake	£445	All making phonics progress – continue to support up to the screening in summer as needed. Yr2 – continue to support to improve chance of passing retake.
Working at 40-60 months, or still 1b - need to catch up with phonics.	£939	TA 5 x weekly 5minutes each child individual	Precision teach phonics	Year 1 = 11	Make progress in phonics to pass test	£346	Improving weekly. Continue precision
Maths skills –	£485	Year 1 TA 5 x weekly 5 minutes Teacher Year 2 1 x weekly 20 mins	Individual maths targets and intervention based on need	Year 1 =5 Year 2 = 3	Children able to achieve their targets	£178	Some making progress – continue with support and change targets as needed
Support needed for basic writing skills	£564	Year 1 TA 15 mins daily	Writing intervention	Year 1 = 1	Write sentences using the correct GPS skills.	£208	Success minimal. Continue with different focus Spring term

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Poor handwriting	£1962	TA - Year 1 2 x weekly 45 mins group TA Year 2 20 mins x weekly HTLA Year 3 20 mins weekly Teacher – specific focus in class & Home learning book 2 mins child Year 4 TA 20 mins x 3 Year 4 1:1 20 mins 3 x weekly	Support with specific letters in handwriting.	Year 1 = 4 Year 2 = 3 Year 3 = 6 Year 4 = 6	Letter formation for specific joins improves. Begin to join handwriting Joins and letter formation improve presentation.	£722	Y1 = Progress made but will need continuing practice and monitoring Y2 = Improving – continue Y3 handwriting improving – need to address in class writing as and when needed. Handwriting books used. Y4 = Handwriting improving – handwriting books used for those who need.
Behaviour Buddy needed to support positive behaviour.	£954	1 behaviour buddy per child across school Teacher/TA 5 minutes catch-up daily	Behaviour support	Year 1 = 8 Year 2 = 4 Year 3 = 3 Year 4 = 2 Year 5 = 4	Reduction of Yellow and red cards	£352	Some effect. Continue with support

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Poor attendance	£518	Pastoral Support 1hr weekly	Attendance work	Year 3 - 3 Year 4 = 2	Improved attendance	£190	Children's attendance improving – monitor. Intervention to continue.
Friendship issues	£455	Specialist Teacher 30 minutes 1 x weekly group	Friendship group	Year 3 – 4	Ability to be kind to one another	£168	Friendship group finished – all made progress – monitor and assess if more needed in Spring term
Emotional needs impacting on work/life/social interactions	£4209	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 not pp Year 4 = 2 Year 5 = 1	Improved behaviour/social skills	£1550	Slow process but some improvements noticed. On going
Specific x tables not known fluently Improve knowledge and application of number facts.	£2704	HLTA – Year 3 4 x weekly 2 groups of 4 children 15 minutes each group TA Year 4 4 x weekly 4 groups of 4 15mins a group	Precision maths 2,5,10 x table	Year 3 = 10 Year 4 = 16	Pass the times table for specific table.	£995	Y3 –Continued improvements made, work to carry on into Spring term. Y4 – Work to continue

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Maths Intervention	£625	TA Y6 3 x 30 minutes weekly	Various maths concepts	Year 6 = 3	Improve in the areas that have been taught during interventions	£230	Continue Spring Term. One child injury to hand prevented same rate of progress as rest
Poor application of Specific year spelling rules.	£2034	Teacher – 30mins x 1 weekly Teacher – 30mins x 1 weekly Teacher – 4 x 10 minutes weekly TA Year 6 2 groups – 1 group 3 x 15 mins 1 group 5 x 10 mins	Year 1 spelling rules. Year 2 spelling rules IEP individual word targets Individual spelling targets	Year 3 = 6 total Year 5 = 4 Year 6 = 3	Use of spelling rules taught in writing Achieve 5 new words & applying in writing. Spelling to improve.	£750	Spelling has been observed to have improve inmost children's writing Y5 –continued as children are well below ARE. Y6 – work to show an improvement in spelling through writing.

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Maths – basic skills in fluency and number facts	£867	Year 5 TA 5 x weekly 25 mins	Basic fluency and number facts	Year 5	To improve in maths fluency	£319	Targets achieved
Poor comprehension skills.	£1526	Year 5 TA 2 x 25 minutes per group – 2 groups Year 6 TA 2 groups. Both at 3 x 20 mins weekly each	Reading comprehension	Year 5 = 6 Year 6 = 6	Improving progress Improving progress	£562	Y5 – All Making progress Mixed success due to overlapping of some interventions – to continue Spring Term to show greater impact.
Poor reading fluency	£867	TA – Year 5 3 x 25 minutes weekly one group (1pp child) & Year 5 TA 2 x weekly 25 mins one group (3 children)	1:1 reading sessions	Year 5 = 4	Fluency improves	£319	Y5 –. continue

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Maths intervention	£1388	TA – Y6 5 x 10 minutes weekly each	Divide by 2 Multiply by 2	Year 6 – 3 Year 6 - 1	Improved in individual target areas	£511	Children on track to achieve IEP targets. Continue in Spring on new targets.
First Class Maths	£554	TA– 4 x weekly 20 minutes	Basic maths skills	Year 5 = 4	Basic skills to improve.	£204	All made progress.
Anxiety problems identified	£388	Pastoral Team 1 x 45 minutes weekly	Social and emotional support for anxiety.	Year 5 = 1	Reduction in SDQ score.	£143	Progress made.
PSHE Programme	£518	Pastoral Team - 1hr weekly programme - delivered to whole class	Fantastic Elastic Brain programme	Year 6 – 13 (PP children) but whole class received the intervention	Improved SDQ scores	£191	Progress made – all children really enjoyed the programme and another PSHE intervention to continue Spring Term
TOTALS	£71,547					£26,355	