

St Nicholas C of E Primary School

Pupil premium grant (2015-16)

How do we spend our pupil premium grant?

The Pupil Premium funding is used for academic interventions; in particular, small group and 1: 1 tuition which is led by teachers and teaching assistants. St Nicholas C of E Primary School acknowledges that the attainment and progress of children can be affected by a child's self-esteem and wellbeing. Therefore the pupil premium can also be used for pastoral support and enrichment activities such as nurture groups, music tuition and Forest School). We also use Pupil Premium funding for staff CPD (Continuing Professional Development) as the quality of the staff delivering our interventions is of the utmost importance.

How do we measure the impact of PPG spending?

We continuously review our provision, and our evaluation focuses on academic gains and how pupils' self-confidence has developed as a consequence of the intervention. Where an intervention is not working, we either change how we are doing it, or stop it altogether. Our school governors have a good understanding of the Pupil Premium funded activities and their impact, and challenge our school to narrow the achievement gap.

We measure the impact of Pupil Premium Grant spending by tracking every pupil's progress and knowing every child's needs. We measure the impact of quality class teaching and every intervention, using a variety of impact data, including:

- Lesson observations
- Work in books
- Pupil interviews
- Parent and carer surveys
- Attendance data
- Individual pupil target-setting data

Pupil Premium Allocation for 2015 - 2016

Total number of pupils on roll	393
Total number of pupils eligible for PPG on roll	92
Total amount of PPG for 15-16	£138,851
Carry Forward for 2016-17	£24,064.94

Impact of Pupil Premium

% Expected	Reading	Writing	SPaG	Maths
All Year 6 (50 pupils)	84%	80%	86%	74%
Pupil Premium Year 6 (18 pupils)	78%	83%	78%	50%
All Year 2 (59 pupils)	88%	88%	90%	90%
Pupil Premium Year 2 (13 pupils)	69%	69%	69%	69%

Attendance	2014-15	2015-16
ALL	96.7%	97.3%
Pupil Premium	95.4%	96.4%

Results at the end of 2016 show that 86% of pupil premium children made at least expected progress in English AND Maths.

The gap in attendance between all children and pupil premium children reduced during the 2015-16 academic year.

Expenditure

Below is a comprehensive list of what the Pupil Premium money was spent on during each term of the 2015-16 academic year.

Item/project	Objective	Intended Outcome
AUTUMN TERM 2015 – 14 weeks		
Breakfast club (nurture/emotional support)	To learn basic social skills when eating	Pupils are emotionally prepared for learning
In class emotional support	Building learning power Develop resourcefulness, confidence and self esteem	Children to feel happier within themselves and be more confident. Demonstrate an element of independence.
Transition support	To limit triggers for behaviour	Smooth transition between home and school each morning

yogarillas	Develop self awareness Express their feelings Participate within a group	Pupils beginning to develop coping strategies and an awareness of their own feelings
Therapeutic group work (creative expression)	Develop team work, listening skills, confidence and self esteem	Children to feel happier within themselves and be more confident.
Therapeutic group work (confidence drama)	Develop team work, listening skills, confidence and self esteem	Children to feel happier within themselves and be more confident.
Therapeutic group work (relaxation strategies)	Develop relaxation strategies to cope when feeling emotional	Children to feel happier within themselves and be more confident.
Stories and creative expression	Develop team work, friendship skills, listening skills, confidence and self esteem	Children to feel happier within themselves and be more confident.
Mindfulness	Develop coping strategies and resilience	Children to feel happier within themselves, develop relaxation strategies and name their feelings.
LEGO therapy	Pupil can play alongside others, say what he needs, work in a group with peers, begin to express needs and feelings	Objective met by pupils beginning to demonstrate social skills within class context
Therapeutic writing (including write up time)	Develop emotional literacy	Children to feel happier within themselves and be more confident.
Steps to progress	Improve coordination, organisation, concentration and motor skills	Objective is met with impact on attitude to learning and ability to learn visible in the classroom
Transition support	To limit triggers for behaviour	Smooth transition between home and school each morning
In class pupil premium support – teacher directed Year 4	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in books.
In class pupil premium support – teacher directed Year 2	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in books.
In class pupil premium support – teacher directed Year 3	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in books.
In class pupil premium support – teacher directed Year 1	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in books.
Therapeutic writing	Develop emotional literacy	Children to feel happier within themselves and be more confident.

Early intervention Pupil premium, monitoring, SEND, vulnerable children focus 10.5 hours	To ensure that highlighted pupils have early intervention To raise pupil attainment to expected levels	Objective met by cohort meeting above/expected levels at end of reception.
Number - counting focus	To match numerals to set (up to 5 items)	Objective is met with evidence shown in Learning Journal
Fine motor	To hold pencil between thumb and two fingers	Objective met by demonstrating good pencil grip, emergent writing shown in learning journal.
Speech and language	To build vocabulary and to use the correct tense	Objective is met and child is more able to understand language and access learning due to this.
Nurture 2658.74	To become confident in talking about themselves	Children to feel happier within themselves and be more confident.
Letter recognition and blending	Recognise all alphabet sounds	Objective is met through evidence in guided reading folders, guided reading books, literacy and phonics screening
Grammar (HA)	To raise pupil attainment to greater depth	Objective is met through evidence in guided reading folders, guided reading books, literacy and cross curricular writing.
Maths (number)	Read and write numbers to 20	Objective is met and child makes progress.
Fine motor and handwriting	Begin to form lower case letters correctly	Objective is met, Children have fine motor skills in line with children of the same age.
Fine motor	Begin to use scissors correctly	Objective is met, Children have fine motor skills in line with children of the same age.
Handwriting and phonics	To read words accurately and spell words containing learnt phonemes. To present writing neatly	Objective is met through evidence in guided reading folders, guided reading books and phonics screening
Reading and key words	Use phonics knowledge to read words accurately	Objective met, children are engaged in reading and making progress.
Targeted in class support	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in books.
Fine motor skills	To improve fine motor skills.	Objective is met, Children have fine motor skills in line with children of the same age.
Daily intervention	To raise pupil attainment to expected levels	Objective is met and child makes progress.

Phonics booster	To improve phonic knowledge	Objective is met through evidence in guided reading folders, guided reading books and phonics screening
Target support	SEND/PP pupils to meet SMART targets as shown on My Plan	SMART targets met and reviewed termly.
Maths booster	To achieve consistent performance at national expectations.	Objective is met with evidence through book trawls and moderation demonstrating independent maths at national expectations.
Targeted in class support	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in books.
Reading booster Including GPS	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in guided reading books.
Phonics	To improve phonic knowledge	Objective is met through evidence in guided reading folders, guided reading books and phonics screening
Fine motor	To improve fine motor skills.	Objective is met, Children have fine motor skills in line with children of the same age.
Maths support	To achieve consistent performance at national expectations.	Objective is met with evidence through book trawls and moderation demonstrating independent maths at national expectations.
Target support	SEND/PP pupils to meet SMART targets as shown on My Plan	SMART targets met and reviewed termly.
Reading support	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in guided reading books.
Daily intervention	To raise pupil attainment to expected levels	Objective is met and child makes progress.
Targeted in class support	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in books.
Rapid read	To raise pupil attainment to expected levels	Objective met, children are engaged in reading and making progress.
Plus one	To increase confidence in basic mental maths skills.	Objective is met and child makes progress.
Writing booster	To achieve consistent performance at national expectations.	Objective is met with evidence through book trawls and moderation showing independent writing at national expectations.

Maths booster	To achieve consistent performance at national expectations.	Objective is met with evidence through book trawls and moderation demonstrating independent maths at national expectations.
Additional reading	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in guided reading books.
Therapeutic writing	Develop emotional literacy	Children to feel happier within themselves and be more confident.
Daily intervention	To raise pupil attainment to expected levels	Objective is met and child makes progress.
Rapid read	To raise pupil attainment to expected levels	Objective met, children are engaged in reading and making progress.
Plus one	To increase confidence in basic mental maths skills.	Objective is met and child makes progress.
Writing booster	To achieve consistent performance at national expectations.	Objective is met with evidence through book trawls and moderation showing independent writing at national expectations.
Additional reading	Objective is met with evidence through moderation and in guided reading books.	Objective is met with evidence through moderation and in guided reading books.
Daily intervention	To raise pupil attainment to expected levels	Objective is met and child makes progress.
Pre-learning	Confidence building to enable further independence	Objective met when pupils work independently, evidence shown in guided reading and cross curricular books
Writing booster	To achieve consistent performance at national expectations.	Objective is met with evidence through book trawls and moderation showing independent writing at national expectations.
Reading support	To achieve consistent performance at national expectations.	Objective is met with evidence through moderation and in guided reading books.
Daily intervention	To raise pupil attainment to expected levels	Objective is met and child makes progress.
Writing support	To achieve consistent performance at national expectations.	Objective is met with evidence through book trawls and moderation showing independent writing at national expectations.
Writing booster	To achieve consistent performance at national expectations.	Objective is met with evidence through book trawls and moderation showing independent writing at national expectations.

Speech and language support	To develop speech and understanding of concepts.	Objective is met and child is more able to understand language and access learning due to this.
Fine motor skills	To improve fine motor skills.	Objective is met, Children have fine motor skills in line with children of the same age.
Plus one	To increase confidence in basic mental maths skills.	Objective is met and child makes progress.
Daily intervention	To raise pupil attainment to expected levels	Objective is met and child makes progress.
Power of 2	To increase confidence in basic mental maths skills.	Objective is met and child makes progress.
Rapid read	To raise pupil attainment to expected levels	Objective met, children are engaged in reading and making progress.
Fine motor	To improve fine motor skills.	Objective is met, Children have fine motor skills in line with children of the same age.
Maths booster	To achieve consistent performance at national expectations.	Objective is met with evidence through moderation and in maths books.
Daily intervention	To raise pupil attainment to expected levels	Objective is met and child makes progress.
Additional reading	To achieve consistent performance at national expectations.	Objective is met with evidence through moderation and in guided reading books.
Literacy/science booster	To achieve consistent performance at national expectations.	Objective is met with evidence through book trawls and moderation showing independent writing at national expectations.
HA reading challenge	To develop fluency, comprehension, inference and deduction.	Objective is met with evidence through moderation and in guided reading books.
Writing – GPS focus	To achieve consistent performance at national expectations.	Objective is met with evidence through book trawls and moderation showing independent writing at national expectations.
Daily intervention	To raise pupil attainment to expected levels	Objective is met and child makes progress.
Targeted in class support	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in books.

Rapid read	To raise pupil attainment to expected levels	Objective met, children are engaged in reading and making progress.
Literacy/science booster	To achieve consistent performance at national expectations.	Objective is met with evidence through book trawls and moderation showing independent writing at national expectations.
Targeted in class support	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in books.
Daily intervention	To raise pupil attainment to expected levels	Objective is met and child makes progress.
Plus one	To increase confidence in basic mental maths skills.	Objective is met and child makes progress.
Reading support	To achieve consistent performance at national expectations.	Objective is met with evidence through moderation and in guided reading books.
Maths booster	To achieve consistent performance at national expectations.	Objective is met with evidence through moderation and in maths books.
Therapeutic writing	Develop emotional literacy	Children to feel happier within themselves and be more confident.
Targeted in class support	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in books.
Homework club (am)	Create opportunities for homework to be completed in a supportive environment Develop pupil independence when completing homework	Objective is met by impact on pupil progress and regular completion of quality homework
After school clubs	To increase self esteem which impacts on attitude to learning	Objective is met with impact on attitude to learning visible in the classroom
Clubs – outside of school	To increase pupil engagement in their community whilst developing self esteem and independence	Memorable opportunities created for pupils
Music lessons	To ensure access is given to a new experience and improve confidence and relationships.	Objective is met with impact on attitude to learning visible in the classroom.
Staff training		
Parenting project	Support families at home and create a link with school	Hard to reach families engaging with school staff

Counselling service (Natalie Kynoch)	Regular, consistent counselling for children needing emotional support	Children to feel happier within themselves and be more confident.
Spring term 2016 – 10 weeks		
Breakfast club (nurture/emotional support)	To learn basic social skills when eating To increase self esteem which impacts on attitude to learning	Pupils are emotionally prepared for learning
Steps to progress	Improve coordination, organisation, concentration and motor skills	Objective is met with impact on attitude to learning and ability to learn visible in the classroom
In class emotional support 11 hours	Pupils can; say what they have learnt, focus their attention, complete a task.	Objective is met with impact on attitude to learning visible in the classroom
Lego Therapy	Pupil can play alongside others, say what he needs, work in a group with peers, express needs and feelings	Objective met by pupils beginning to demonstrate social skills within class context
Anger management – Bubblegum Guy	Express needs and feelings Communicate simple choices	Pupil beginning to develop coping strategies and an awareness of their own feelings
Friendship group (puppets)	Pupils can identify and discuss feelings, take turns and share within a group	Objective met by pupils beginning to demonstrate social skills within class context
1:1 social support	Pupil; knows how to be friendly, can apologise when unkind, express their feelings	Less social difficulties reported by class teacher
Therapeutic writing (Including write up time)	Can name a range of feelings Can relax, be still and quiet	Children to feel happier within themselves and be more confident.
Therapeutic group work – relaxation strategies	Discuss emotions and develop emotional awareness Develop strategies to cope when upset	Pupils beginning to develop coping strategies and an awareness of their own feelings
Social skills	Explain ways that children can be unkind and how it makes them feel Can share, take turns Develop an understanding of others' feelings	Objective met by pupils beginning to demonstrate social skills within class context
Yogarillas	Develop self awareness Express their feelings Participate within a group	Pupils beginning to develop coping strategies and an awareness of their own feelings
Social support 1:1	Explain ways that children can be unkind and how it makes them feel Can share, take turns Develop an understanding of others' feelings	Objective met by pupil beginning to demonstrate social skills within class context

Steps to progress	Improve coordination, organisation, concentration and motor skills	Objective is met with impact on attitude to learning and ability to learn visible in the classroom
In class pupil premium support – teacher directed Year 4	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in books.
In class pupil premium support – teacher directed Year 2	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in books.
In class pupil premium support – teacher directed Year 3	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in books.
In class pupil premium support – teacher directed Year 1	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in books.
Therapeutic writing	Develop emotional literacy	Children to feel happier within themselves and be more confident.
Early intervention Pupil premium, monitoring, SEND, vulnerable children focus 10.5 hours	To ensure that highlighted pupils have early intervention To raise pupil attainment to expected levels	Objective met by cohort meeting above/expected levels at end of reception.
Fine motor	To hold pencil between thumb and two fingers	Objective met by demonstrating good pencil grip, emergent writing shown in learning journal.
Speech and language Hearing support IEP targets	To build vocabulary and to use the correct tense Develop the use of Makaton	Objective is met and child is more able to understand language and access learning due to this.
Fine motor and handwriting	Begin to form lower case letters correctly	Objective is met, Children have fine motor skills in line with children of the same age.
High frequency words and spelling support	Recognise and read high frequency words. Begin to spell key words	Objective is met through evidence in guided reading folders, guided reading books, literacy and phonics screening
Writing and sentence structure	Begin to edit and improve their work	Objective is met through evidence in guided reading folders, guided reading books, literacy and cross curricular writing.
Phonics	Learn and apply phase 3 digraphs/trigraphs	Objective is met through phonics checks, screen and within independent writing
Maths (number recognition)	Read and write numbers to 20	Objective is met and child makes progress.
Occupational therapy	To improve fine motor skills.	Objective is met, Children have fine motor skills in line with children of the same age.

Handwriting	To develop a cursive writing style	Objective is met through evidence in books
Target support	SEND/PP pupils to meet SMART targets as shown on My Plan	SMART targets met and reviewed termly.
Phonics booster	To improve phonic knowledge	Objective is met through evidence in guided reading folders, guided reading books and phonics screening
Maths skills	To increase confidence in basic mental maths skills.	Objective is met and child makes progress.
Maths revisit	To achieve consistent performance at national expectations.	Objective is met with evidence through book trawls and moderation demonstrating independent maths at national expectations.
Maths challenge	To raise pupil attainment to greater depth	Objective is met through evidence in maths books and through moderation.
Targeted in class support Science Cross curricular	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in books.
Reading support	To achieve consistent performance at national expectations.	Objective is met with evidence through moderation and in guided reading books.
Phonics	To improve phonic knowledge	Objective is met through evidence in guided reading folders, guided reading books and phonics screening
Fine motor/handwriting	To improve fine motor skills.	Objective is met, Children have fine motor skills in line with children of the same age.
Maths support	To achieve consistent performance at national expectations.	Objective is met with evidence through book trawls and moderation demonstrating independent maths at national expectations.
High frequency words	Recognise and read high frequency words. Begin to spell key words and include them in sentences	Objective is met through evidence in guided reading folders, guided reading books, literacy and phonics screening
Target support	SEND/PP pupils to meet SMART targets as shown on My Plan	SMART targets met and reviewed termly.
In class targeted support	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in guided reading books.
Rapid read	To raise pupil attainment to expected levels	Objective met, children are engaged in reading and making progress.

Plus one	To increase confidence in basic mental maths skills.	Objective is met and child makes progress.
Writing support in class	To achieve consistent performance at national expectations.	Objective is met with evidence through book trawls and moderation showing independent writing at national expectations.
Daily intervention	To raise pupil attainment to expected levels	Objective is met and child makes progress.
Phonics/spelling group	To improve phonic and spelling knowledge	Objective is met through evidence in guided reading folders, guided reading books and phonics screening
Additional reading	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in guided reading books.
Therapeutic writing	Develop emotional literacy	Children to feel happier within themselves and be more confident.
Plus one	To increase confidence in basic mental maths skills.	Objective is met and child makes progress.
Writing support in class	To achieve consistent performance at national expectations.	Objective is met with evidence through book trawls and moderation showing independent writing at national expectations.
Phonics/spelling group	To improve phonic and spelling knowledge	Objective is met through evidence in guided reading folders, guided reading books and phonics screening
Fine motor skills	To improve fine motor skills.	Objective is met, Children have fine motor skills in line with children of the same age.
Daily intervention	To raise pupil attainment to expected levels	Objective is met and child makes progress.
Writing support – in class	To achieve consistent performance at national expectations.	Objective is met with evidence through book trawls and moderation showing independent writing at national expectations.
Daily intervention	To raise pupil attainment to expected levels	Objective is met and child makes progress.
Fine motor	To improve fine motor skills.	Objective is met, Children have fine motor skills in line with children of the same age.
Rapid read	To raise pupil attainment to expected levels	Objective met, children are engaged in reading and making progress.

Spelling games	To raise pupil attainment to expected levels	Objective met, children are engaged in spellings and making progress.
Daily maths and English intervention	To raise pupil attainment to expected levels	Objective is met and child makes progress.
Power of 2	To increase confidence in basic mental maths skills.	Objective is met and child makes progress.
Science – in class support	Ensure quality of writing across foundation subjects	Objective is met and child makes progress evidence shown in written cross curricular work
Writing support in class	To achieve consistent performance at national expectations.	Objective is met with evidence through book trawls and moderation showing independent writing at national expectations.
Rapid read	To raise pupil attainment to expected levels	Objective met, children are engaged in reading and making progress.
Reading comprehension	To raise pupil attainment to expected levels	Objective met, children are engaged in comprehension. Evidence shown in guided reading books and through reading records.
Spelling and phonics	Improve knowledge of basic phonemes and graphemes	Objective met, children are engaged in reading/spellings and making progress.
Writing support in class	To achieve consistent performance at national expectations.	Objective is met with evidence through book trawls and moderation showing independent writing at national expectations.
Daily maths and English intervention	To raise pupil attainment to expected levels	Objective is met and child makes progress.
Additional pupil premium support – teacher input – year 6	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in books.
Homework club (am)	Create opportunities for homework to be completed in a supportive environment Develop pupil independence when completing homework	Objective is met by impact on pupil progress and regular completion of quality homework
After school clubs	To increase self esteem which impacts on attitude to learning	Objective is met with impact on attitude to learning visible in the classroom
School trips including Residential trips	To ensure access is given to a new experience	Objective is met and child has accessed the new experience in a safe way.
Music lessons	To ensure access is given to a new experience and improve confidence and relationships.	Objective is met with impact on attitude to learning visible in the classroom.

Clubs outside of school	To increase pupil engagement in their community whilst developing self esteem and independence	Memorable opportunities created for pupils
Counselling (Natalie Kynoch)	Regular, consistent counselling for children needing emotional support	Children to feel happier within themselves and be more confident.
Parenting project Spring term	Support families at home and create a link with school	Hard to reach families engaging with school staff
Staff Training		

SUMMER TERM 2016 – 15 weeks

Breakfast club (nurture/emotional support)	To learn basic social skills when eating To increase self esteem which impacts on attitude to learning	Pupils are emotionally prepared for learning
Steps to progress	Improve coordination, organisation, concentration and motor skills	Objective is met with impact on attitude to learning and ability to learn visible in the classroom
In class emotional support 8.5 hours	Pupils can; say what they have learnt, focus their attention, complete a task.	Objective is met with impact on attitude to learning visible in the classroom
Lego Therapy	Pupil can play alongside others, say what he needs, work in a group with peers, express needs and feelings	Objective met by pupils beginning to demonstrate social skills within class context
Anger management – Bubblegum Guy	Express needs and feelings Communicate simple choices	Pupil beginning to develop coping strategies and an awareness of their own feelings
Social stories and kindness	Pupils can identify and discuss feelings, take turns and share within a group	Objective met by pupils beginning to demonstrate social skills within class context
1:1 social support	Pupil; knows how to be friendly, can apologise when unkind, express their feelings	Less social difficulties reported by class teacher
Therapeutic writing (Including write up time)	Can name a range of feelings Can relax, be still and quiet	Children to feel happier within themselves and be more confident.
Therapeutic group work – relaxation strategies	Discuss emotions and develop emotional awareness Develop strategies to cope when upset	Pupils beginning to develop coping strategies and an awareness of their own feelings
Social stories	Explain ways that children can be unkind and how it makes them feel Can share, take turns Develop an understanding of others' feelings	Objective met by pupils beginning to demonstrate social skills within class context
Yogarillas	Develop self awareness Express their feelings Participate within a group	Pupils beginning to develop coping strategies and an awareness of their own feelings
Social support 1:1	Explain ways that children can be unkind and how it makes them feel Can share, take turns Develop an understanding of others'	Objective met by pupil beginning to demonstrate social skills within class context

	feelings	
Crisis planning, high priority pupils session		
Planning and admin		
Steps to progress	Improve coordination, organisation, concentration and motor skills	Objective is met with impact on attitude to learning and ability to learn visible in the classroom
In class pupil premium support – teacher directed Year 1-4 Afternoons only	To raise pupil attainment to expected levels	Objective is met with evidence through moderation and in books.
Early intervention Pupil premium, monitoring, SEND, vulnerable children focus 10.5 hours	To ensure that highlighted pupils have early intervention To raise pupil attainment to expected levels	Objective met by cohort meeting above/expected levels at end of reception.
Fine and gross motor	To hold pencil between thumb and two fingers To build core strength and stability	Objective met by demonstrating good pencil grip, emergent writing shown in learning journal. Evidence during bikeability and PE/sport/general observations
Speech and language Hearing support My Plan targets	To build vocabulary and to use the correct tense Develop the use of Makaton	Objective is met and child is more able to understand language and access learning due to this.
Fine motor and handwriting	Begin to form lower case letters correctly	Objective is met, Children have fine motor skills in line with children of the same age.
Sentence structure	To use full stops and capital letters To read my work and check it makes sense	Objective is met through evidence in guided reading folders, guided reading books, literacy and phonics screening
Additional guided reading	To raise pupil attainment to expected levels	Objective met, children are engaged in reading and making progress.
Maths – number bonds, doubling within 10	To recall number bonds to 10 To double within 10	
Phonics	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Objective is met through evidence in guided reading folders, guided reading books, literacy and phonics screening
Phonics	To use phonics to decode words using the 44+ phonemes taught.	Objective is met through evidence in guided reading folders, guided reading books, literacy and phonics screening
Target support	SEND/PP pupils to meet SMART targets as shown on My Plan	SMART targets met and reviewed termly.
Phonics booster	Phonics phases 3,4,5 preparation for attainment	Objective is met through evidence in guided reading folders, guided reading books and phonics screening
Writing booster	Confidence when using decoding strategies	Objective is met with evidence through book trawls and moderation showing independent writing at national expectations.

Daily intervention	To raise pupil attainment to expected levels	Objective is met and child makes progress.
Writing support (descriptive)	To achieve consistent performance at national expectations To raise pupil attainment to expected levels.	Objective is met with evidence through book trawls and moderation showing independent writing at national expectations.
Daily intervention	To raise pupil attainment to expected levels.	Objective is met and child makes progress.
Phonics/spelling group	To improve phonic and spelling knowledge	Objective is met through evidence in guided reading folders, guided reading books and phonics screening
PPA support		
Fine motor skills OT pilot scheme	To improve fine motor skills.	Objective is met, Children have fine motor skills in line with children of the same age.
Daily intervention	To raise pupil attainment to expected levels	Objective is met and child makes progress.
Phonics/spelling group	To improve phonic and spelling knowledge	Objective is met through evidence in guided reading folders, guided reading books and phonics screening
Maths support	To achieve consistent performance at national expectations.	Objective is met with evidence through book trawls and moderation
Daily intervention	To raise pupil attainment to expected levels	Objective is met and child makes progress.
Fine motor	To improve fine motor skills.	Objective is met, Children have fine motor skills in line with children of the same age.
Fine motor	To improve fine motor skills.	Objective is met, Children have fine motor skills in line with children of the same age.
Rapid read	To raise pupil attainment to expected levels	Objective met, children are engaged in reading and making progress.
maths practice	To develop mathematical skills and apply in lessons	Objective is met and child makes progress.
Spag practice	To develop knowledge of spag and implement into writing	Objective is met and child makes progress.
Power of 2	To increase confidence in basic mental maths skills.	Objective is met and child makes progress.
Additional reading	To improve reading ability and comprehension skills	Objective met by increase in attainment/ZPD
Reading comprehension	To raise pupil attainment to expected levels	Objective met, children are engaged in comprehension. Evidence shown in guided reading books and through

		reading records.
Spelling and phonics	Improve knowledge of basic phonemes and graphemes	Objective met, children are engaged in reading/spellings and making progress.
Science support	To achieve consistent performance at national expectations.	Objective is met with evidence through book trawls and moderation showing independent writing at national expectations.
Daily maths and English intervention	To raise pupil attainment to expected levels	Objective is met and child makes progress.
Homework club (am)	Create opportunities for homework to be completed in a supportive environment Develop pupil independence when completing homework	Objective is met by impact on pupil progress and regular completion of quality homework
Food for thought group	Develop pupil confidence with specific nutrition related issues. Targeted children linked with school health referrals.	Objective is met by; children attending, becoming more positive about food, liaison with home through diaries, parental involvement and homework tasks.
After school clubs	To increase self esteem which impacts on attitude to learning	Objective is met with impact on attitude to learning visible in the classroom
Residential trips (Y6 PGL)	To ensure access is given to a new experience	Objective is met and child has accessed the new experience in a safe way.
Music lessons	To ensure access is given to a new experience and improve confidence and relationships.	Objective is met with impact on attitude to learning visible in the classroom.
Clubs outside of school	To increase pupil engagement in their community whilst developing self esteem and independence	Memorable opportunities created for pupils
Counselling	Regular, consistent counselling for children needing emotional support	Children to feel happier within themselves and be more confident.
Parenting project Summer term	Support families at home and create a link with school	Hard to reach families engaging with school staff
Staff Training	To allow children with learning, behaviour and emotional needs, access to outdoor learning to boost self esteem and confidence.	Academic attainment improves with improved progress due to the opportunity of learning in an outdoor environment
	To identify and support children at risk of self-harm and those who are currently self-harming.	Children to understand the reasons behind their behaviours and develop alternative strategies for coping.
	To identify and support children who demonstrate sensory difficulties.	Children's sensory needs are addressed allowing them to access the curriculum fully.
ipads (class set x 32)	To give intervention groups access to IT equipment during the school day.	Children's learning experiences are enhanced due to access to equipment previously unavailable.

Laptops (class set x 32)	To give intervention groups access to IT equipment during the school day.	Children's learning experiences are enhanced due to access to equipment previous unavailable.
ACE (Attendance Compliance Enforcement Team)	To improve attendance of identified children by liaising with families and offering appropriate support.	Increase in pupil attendance