|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action** | **Intended outcome** | **Evidence & rationale for this choice** | **Staff to lead implementation; budgeted cost** | **Review** |
| Running booster classes for Year 6 | Raised attainment – Pupil Premium children making better progress than non | Identified issues to address in our catchment area: improved access to learning; and historically poor literacy levels. Maths remains a key issue to address through actions in 2018 SDP. | KS2 Leader; £6 500 | September 2019:TA and Teachers led interventions including: Precision teachingNurtureReading BoosterMost recent Y6 dataPupil progress made Maths: PP: 2.3 made points progressNon PP: 2.2 (average expected progress 2)Writing: PP: 1.4 points progressNon PP: 1.7(average expected progress 2)Reading:PP: 1.2 points progressNon PP: 2.3(average expected progress 2) Reading continues to be an area of challenge for PP children and will need to be monitored next year. |
| Additional early intervention provision for Speech & Language needs –Occupational Therapist | Improved access to learning  | Identified issue to address in our catchment area  | SENDCO;£6 500 | September 2019:EP – referrals 4OT- referrals 4S&L – referrals 4All children added to SEND register and have individual My Plans with targets from external agencies – identifying specific support tailored to their needsMy Plans and intervention targets track the progress against these targets.The children referred have made progress in these target areas. However, due to the nature of their SEND, they are working below for reading writing and maths.1 pupil in Y6 has achieved ARE in reading, writing and maths.My Plan targets will need to be tracked and monitored for impact |
| Providing additional TA support for intervention groups:  | Better 1:1 support & nurture groups: Social Speaking nurture group, “Happy Hour” | Identified issue to address is historically poor literacy levels.  | Headteacher; £20 000 | September 2019:4 general teaching assistants to support groups of children with identified needs.Drawing and Talking CPD to mentor children with specific needs.Speech and language specialist TA 2 x pms across the schoolPrecision Teaching focused groups (see My Plans and individual targets). |
| *Additional phonics support* |  |  | *Phonics Lead teacher**£5 000* | September 2019:Reading Lead has taken lead on phonics. There are 4 interventions running in class for PP pupils who require additional input to ensure they make accelerated progress1. Booster – runs 2 x weekly for 30 minutes2. Catch up – runs 5 x weekly for 20 minutes3. Individual precision teaching – runs 5 x weekly for 10 minutes4. Lanyard phonics – 5 x weekly for 10 minutesFrom Term 3, phonics tasks are sent home to engage parents with learning.The reading lead has also led 2 parents meetings to support children with their phonic development and engage parents with learning at home in preparation for the phonics screen – runs 2 x for 30 minutesThe lead has also led training for all TAs across the school to ensure consistency in language, assessment and expectation – 1 x annual for 45 minutesThe lead also produced a guidance booklet so TAs can have quick access to refer to – 1 hour to produceThe lead also provides resources and and guidance for parents on the school website which – 4 hours annuallyThe lead also developed a phonics zone in the classroom with one independent learning task to be completed by all children each week – 1 hour weeklyThe lead also catalogued all phonics resources across the school and has made a resource bank which all teachers can access to support those children that may not have achieved the expected levels required for their age group – 3 hours annuallyFrom Term 5 onwards, one early morning activity is ‘phonic screen’ based to support and rehearse for the phonics screen – 5 x weekly x 10 minutesPhonics screen results:38% PP achieved phonics screen91% non PP achieved phonics screen |
| Additional SENDCO time to support EHC Plans & liaise with outside agencies | Increase in parents participating in school open evenings & events |  | SENDCO; £3 000 | March 2020: |
| Allowing children chances to succeed in other areas e.g. music, sport, residential activities, clubs, outdoor learning. | Enhanced self-esteem. Adventure learning interventions impact positively on children’s lives and attitudes. Pupils actively apply non-cognitive skills acquired more effectively back in the classroom.Access to high quality creative / cultural activities.Increase in parents participating in school open evenings & events | Low aspirations, expectations and narrow experience of life outside of school are all identified issues to address in our catchment area | Headteacher;£4 000 | March 2020 |
| On-going provision of creating single-form entry  | Reduced class sizes to provide for lower teacher:pupil ratios throughout the school | Identified issues to address in our catchment area – poor literacy levels - improved access to learning  | Headteacher;£20 000 | March 2020 |