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 teaching Nurture Reading Booster Most recent Y6 data Pupil progress made Maths: PP: 2.3 made points progress Non PP: 2.2 (average expected progress 2) Writing: PP: 1.4 points progress Non PP: 1.7 (average expected progress 2) Reading: PP: 1.2 points progress Non PP: 2.3 (average expected progress 2) Reading: PP: 1.2 points progress Non 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 4 OT- referrals 4 S&L - referrals 4 All children added to SEND register and have individual My Plans with targets from external agencies - identifying specific support tailored to their needs My 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;	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 school Precision Teaching focused groups (see My Plans and individual targets).

Recoding Lead has taken Led and phonicis. The care 4 three-ventions running in class for PP pup with a require additional input to ensure they make accelerated progress. 1. Booster - runs 2 x weekly for 20 minutes 2. Card hu p - runs 5 x weekly for 20 minutes 2. Tandividual precision teaching - runs 5 x weekly for 10 minutes 4. Lanyard phonics - 5 x weekly for 10 minutes 4. Lanyard phonics - 5 x weekly for 10 minutes 4. Lanyard phonics - 5 x weekly for 10 minutes 5. 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 their phonic development and engage parents with learning at home in preparation for their phonics screen runs 2 x for 30 minutes 7. The lead has also led training for all TAs across the school to ensure consistency in language, assessment and expectation - 1 x annual for 4 minutes 7. The lead also led training for all TAs across the school to ensure consistency in language, assessment and expectation - 1 x annual for 4 minutes 7. The lead also produced a guidance booklet so TAs can have quick access to refer to - 1 hour to produce 7. The lead also produced a guidance booklet so TAs can have quick access to refer to - 1 hour to produce 7. The lead also produced a guidance booklet so TAs can have quick access to refer to - 1 hour to produce 7. The lead also cardiogued all phonics screen and and guidance for parents on the school to the same than the classroom with one independent learning toxic which all teachers can access to support those cores the school and has made a resource bow which all teachers can access to support the classroom with one independent learning toxic have a produced the expected levels required for their age group hours annually 7. From Term 5 onwards, one early morning activity is phonic screen results: 33°C. Pa achieved phonics screen 5 x weekly 10 minutes 8. Phonics screen results: 33°C. Pa achieved phonics screen 5 x weekly 10 minutes 9. Phonics screen results: 33°	Additional phonics			Phonics Lead teacher	Sentember 2010
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38% PP achieved phonics screen 91% non PP achieved phonics screen 91% non PP achieved phonics screen Additional Increase in SENDCO; March 2020: SENDCO time to parents support EHC Plans participating & liaise with in school open					activity is 'phonic screen' based to support and rehearse for the phonics screen - 5 x weekly x
SENDCO time to support EHC Plans participating & liaise with in school open					38% PP achieved phonics screen
support EHC Plans participating for in school open £3 000				SENDCO;	March 2020:
& liaise with in school open		•		63,000	
				£3 000	
		-			
outside agencies evenings & events	outside agencies	_			
Allowing children Enhanced Low aspirations, Headteacher; March 2020	Allowing children	Enhanced	Low aspirations,	Headteacher;	March 2020
chances to succeed self-esteem. expectations and narrow	_	self-esteem.	•		
in other areas e.g. experience of life outside of	in other areas e.g.		experience of life outside of		

music, sport,	Adventure	school are all identified	£4 000	
residential		issues to address in our	£4 000	
	learning interventions			
activities, clubs,		catchment area		
outdoor learning.	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			
On-going provision	Reduced class	Identified issues to address	Headteacher;	March 2020
of creating single-	sizes to	in our catchment area – poor		
form entry	provide for	literacy levels - improved	£20 000	
	lower	access to learning		
	teacher:pupil			
	ratios			
	throughout			
	the school			