

### Pupil Premium Strategy

**Name of Academy:** Hatfield Woodhouse Primary School

**Academic Year:** 2017-2018

NOR	212
Number and percentage of pupils eligible for PP funding	32 children 15%
Academy Deprivation Index	0.17 (National 0.21)
Nominated member of EAB	Lesley Bailey
EAB PP Review dates	19 <sup>th</sup> September / 20 <sup>th</sup> February / 19 <sup>th</sup> June
Total Budget allocation	£44,880

Outcomes of Previous Academic year

	% of PP attaining ARE		% of all children attaining ARE		National % of pupils attaining ARE 2016	National % of PP pupils attaining ARE 2016
EYs (GLD)	0/3	0%	24/30	80%	69%	55%
Key Stage 1 Phonics	0/1	0%	27/30	90%	74%	78%
Key Stage 1 Reading	2/3	67%	25/30	83%	70%	78%
Key Stage 1 Writing	2/3	67%	24/30	80%	65%	70%
Key Stage 1 Maths	2/3	67%	26/30	87%	73%	77%
Key stage 2 Reading	6/7	86%	19/20	95%	66%	71%
Key stage 2 Writing	5/7	71%	17/20	85%	74%	79%
Key stage 2 Maths	6/7	86%	18/20	90%	70%	74%

**What does the 2017 data suggest for priorities for the next academic year?** (\*this requires you to identify whether any underachievement was cohort specific or a wider issue to be addressed in the following year)

### **Key Stage 2**

- Interventions put in place for Year 6 Pupil Premium children proved good value for money as HWPS PP children exceeded national averages for PP attainment
- Additional Writing Clinics earlier in the academic year may have supported more pupil premium to get ARE in combined reading/writing and maths
- More support is needed for middle/higher-ability pupil premium children to reach greater depth in Maths, Reading, Writing

### **Key Stage 1**

- Small number of PP children in Year 2 makes data unreliable as each PP is worth 33% - however this makes the 67% achieved in all subject in line with national data
- Additional Year 2 R,W,Inc Phonics interventions (including 1-1 Nussy) were effective in supporting children to pass National Phonics Screener
- Confidence and resilience techniques need to support pupil premium children to take a risk and have a go
- Additional reading practice would enhance achievement
- Additional problem-solving / reasoning would help Key Stage 1 PP children in maths + mental maths strategies
- Timetables would help Key Stage 1 PP children in maths

### **Phonics**

- Small number of PP children in Year 1 makes data unreliable
- Additional Phonics intervention and memory retention practice would help PP attainment in Year 1

### **Early Years**

- Pupil Premium children need to be a key focus group in early years
- Attendance of pupil premium EYFS children needs to be a keen focus
- Speech and Language issues need addressing in EYFS for PP children
- Additional Phonics intervention would benefit pupil premium EYFS children

**Current Pupils**

	<b>% Eligible</b>	<b>% LAP</b>	<b>% MAP</b>	<b>% HAP</b>
<b>Early Years</b>	1 child 0.45% academy 4% class		4%	
<b>Specific intervention need</b> <b>Objective number 1,2</b>			Phonics – RWInc Handwriting practice	
<b>Y1</b>	3 children 1.4% academy 10% class	10%		
<b>Specific intervention need</b> <b>Objective number 1,3,4,5,6</b>		S and L Phonics – R,W,Inc Number recognition SDI -Maths 1-1 sharing books/Reading Dog		
<b>Y2</b>	1 child 0.56 academy 3.5% class	3.5%		
<b>Specific intervention need</b> <b>Objective number 1,3,4,5,6</b>		Phonics R,W.Inc 1-1 reading and Nessy Number Bonds to 20 SDI -Maths		
<b>Y3</b>	3 children 1.4% academy 10% class	3%	6%	
<b>Specific intervention need</b>		Confidence and resilience- Friendship Group in Nurture 1-1 reading / reading dog Bug Club	Bug Club -Inference skills in reading Timetable practice Writing Clinic	

<b>Objective number</b>		Nessy Problem solving and reasoning SDI		
<b>Y4</b>	9 children 4.2% academy 45% class	20%	15%	10%
<b>Specific intervention need</b>		Nessy 1-1 reading-comprehension Bug Club Precision Spelling Timetables Writing Clinic Handwriting Nurture	Nessy 1-1 reading 1-2 Bug Club Precision Spelling Timetables Writing Clinic	Problem solving / Reasoning Fractions Writing Clinic Nurture
<b>Objective number</b>				
<b>Y5</b>	7 children 3.3%academy 25% class	14%	7%	3.5%
<b>Specific intervention need</b>		Bug Club X1 Club-boys writing Nessy 1 to 1 reading Precision Spelling SDI Maths	X1 Club-boys writing Precision Spelling Writing Clinic 1-1 SDI Maths	Nurture –Friendship X1 Club –boys writing SDI Maths
<b>Objective number</b>				
<b>Y6</b>	8 children 3.8%academy 25% of class	<b>62.5%</b>	<b>12.5%</b>	<b>25%</b>
<b>Specific intervention need</b>		Nurture- Managing Emotions / Friendship Sensory Circuits/Sensory Time Booklins - reading comprehension Maths booster /SDI Maths Writing Clinic 1-1	Maths booster SDI-Maths Writing Clinic 1-1 SATs preparation 1-1 tuition	Maths booster Writing Clinic 1-1 Greater Depth Maths group SDI Maths
<b>Objective number</b>				

**Additional Planned Use of Funding (Whole Academy)**

**Action plan**

<p><b>Objective</b>  <b>Writing Clinic – To support children on a 1-1 basis to improve their writing through better word choices, spelling and grammar.</b>   <b>Years: Year 6,</b></p>	<p><b>What will we do?</b>   <b>20 minutes per week on ONE-TO-ONE basis</b></p>	<p><b>How much will it cost?</b>   <b>£9.37 per pupil</b>   <b>£56.22 per week</b>   <b>Per year = £2192.58</b></p>	<p><b>How many pupils will benefit?</b>   <b>6</b></p>	<p><b>Who will be responsible</b>   <b>Sarah Chesney</b>  <b>Sarah Grey</b>  <b>Rob Barr</b>  <b>Helen Acton</b></p>	<p><b>What will success look like?</b>   <b>5/6 = 83%</b>   <b>5/8 of all Yr 6 PP children 62%</b>  <b>2/8 25% Gr Depth</b></p>												
<p><b>Review Term 1</b>  <b>Year 6</b></p> <table border="1" data-bbox="107 727 407 817"> <tr> <td><b>3</b></td> <td><b>2.2</b></td> <td><b>2.1</b></td> <td><b>1</b></td> </tr> <tr> <td><b>37%</b></td> <td><b>25%</b></td> <td><b>25%</b></td> <td><b>12%</b></td> </tr> <tr> <td><b>3/8</b></td> <td><b>2/8</b></td> <td><b>2/8</b></td> <td><b>1/8</b></td> </tr> </table>	<b>3</b>	<b>2.2</b>	<b>2.1</b>	<b>1</b>	<b>37%</b>	<b>25%</b>	<b>25%</b>	<b>12%</b>	<b>3/8</b>	<b>2/8</b>	<b>2/8</b>	<b>1/8</b>	<p><b>Writing clinic is taking place 2/3 times a week in year 6. Children are supported 1 to 1 in their writing by Rob Barr, Sarah Chesney and Sarah Gray.</b>  <b>Currently 37% of PP are working within ARE</b>  <b>12% working within greater depth</b>  <b>2/8 PP children have exceeded progress expectations in writing to date</b></p> <p><b>LED writing boards are used to develop simple sentences with 2 of the PP boys in Y6</b></p> <p><b>Children are becoming more independent in spotting where vocabulary can be improved and where punctuation is missing. They have better understanding in what they should include in their writing and how to check it makes sense.</b></p> <p><b>Non-negotiable: PP books to be marked first.</b>  <b>A higher percentage of lollipop sticks in the questioning pots in class for the pp children. .</b>  <b>Increase staffing in Year 6 to work with children during writing clinics –GB/VC –Schools Direct</b></p>				
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<p><b>Review Term 2</b></p>	<p><b>Record any new actions in a different colour</b></p>																

Review Term 3	Record any new actions in a different colour																
<b>Objective</b> <b>Maths booster session as part of SDI in afternoon with DOL. To increase % of GD and ARE maths</b>  <b>Year: 6</b>	45 minutes per week on 1:6 basis looking at misconceptions from class and common errors	£21.09 per group  Per year for PP children= <b>£822.51</b>	2  4	Rob Barr	5/6 83%												
<b>Review Term 1</b>  <b>Year 6</b> <table border="1" data-bbox="107 804 409 895"> <tr> <td>3</td> <td>2.2</td> <td>2.1</td> <td>1</td> </tr> <tr> <td>12%</td> <td>62%</td> <td>12%</td> <td>12%</td> </tr> <tr> <td>1/8</td> <td>5/8</td> <td>1/8</td> <td>1/8</td> </tr> </table>	3	2.2	2.1	1	12%	62%	12%	12%	1/8	5/8	1/8	1/8	<p>2 pupils in year 6 are supported by Rob Barr on Mondays in their maths work. Maths boosters take place after school on Mondays and since Oct half term further interventions using CPG 10 minute tests on a Tuesday dinner time. 4 pupil premium children from Y6 as included in these groups.</p> <p>PP children can make further gains in Arithmetic and timestable knowledge would improve their mastery of fractions.</p> <p>Currently 12% of PP in Y6 are working at greater depth. 12.5% are also working at age related. 1/8 have exceeded progress expectations to date.</p>				
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Objectives – To increase % of pupils getting ARE in reading  Year: 6	Pupils to attend Booklins book club 1:6, 1 hour per week	£25.00 per week  Per year for 3 PP = £487	3	Helen Acton	2/3 67%  6/8 of PP to attain ARE in reading 75% 2/8 25% to attain greater depth												
Review Term 1  Year 6 <table border="1"> <tr> <td>3</td> <td>2.2</td> <td>2.1</td> <td>1</td> </tr> <tr> <td>25%</td> <td>37%</td> <td>12%</td> <td>25%</td> </tr> <tr> <td>2/8</td> <td>3/8</td> <td>1/8</td> <td>2/8</td> </tr> </table>	3	2.2	2.1	1	25%	37%	12%	25%	2/8	3/8	1/8	2/8	<p>2 pupils from yr 6 take part in Booklins each week. 1 pupil has shown progress in inference, language and in word meaning. The second pupil is still needs support structuring written answers to reading questions and speed reading.</p> <p>Currently in reading in Y6; 25% are working at age related standards in reading tests 1/8 PP children have exceeded progress expectations on recent tests.</p> <p>From January 2018 we will be continuing lunchtime reading interventions involving 4/8 PP children and practice in speed reading involving 3/8 and 1-1 tuition after school 1 hour per week involving 4/8</p>				
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Objective – To increase % of pupils getting ARE and GD in reading, writing, maths and	Pupils to be in targeted small groups 1:3 for	£26.21 per week Per year £1022.19 per teacher	9	Kelly Green Claire Kantecki Laura Phillips	5/9 56% (1 Year 2 child and 5/8 Year 6 children)												

<p>SPaG by end of KS1 and end of KS2.</p> <p>Years: 2 &amp; 6</p>	<p>specific needs. 1 hour per week</p> <p>Additional 1:1 booster after school with dedicated mentor 45 mins per week</p>	<p>Total £4403.28</p> <p>£19.65 per week Per year £766.35 per teacher</p> <p>Total for PP children £5364.45</p>		<p>Nicola Lynch Zoe Castlehow Loren Turner Rebecca Winks Sarah Chesney Helen Acton</p>																																																	
<p>Review Term 1</p> <table border="1" data-bbox="107 659 409 735"> <tr><th>R</th><th>W</th><th>M</th><th>C</th></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>1/1</td><td>1/1</td><td>1/1</td><td>1/1</td></tr> </table> <table border="1" data-bbox="107 759 409 1075"> <tr><th>R</th><th>W</th><th>M</th><th>C</th></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>2/8 25%</td><td>3/8 37%</td><td>1/8 12%</td><td>3/8 37%</td></tr> <tr><td>2.2</td><td>2.2</td><td>2.2</td><td>2.2</td></tr> <tr><td>3/8 37%</td><td>2/8 25%</td><td>5/8 62%</td><td>3/6 37%</td></tr> <tr><td>2.1</td><td>2.1</td><td>2.1</td><td>2.1</td></tr> <tr><td>1/8 12%</td><td>2/8 25%</td><td>1/8 12%</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2/8 25%</td><td>1/8 12%</td><td>1/8 12%</td><td>2/8 25%</td></tr> </table>	R	W	M	C	3	3	3	3	1/1	1/1	1/1	1/1	R	W	M	C	3	3	3	3	2/8 25%	3/8 37%	1/8 12%	3/8 37%	2.2	2.2	2.2	2.2	3/8 37%	2/8 25%	5/8 62%	3/6 37%	2.1	2.1	2.1	2.1	1/8 12%	2/8 25%	1/8 12%	0	1	1	1	1	2/8 25%	1/8 12%	1/8 12%	2/8 25%	<p>1 pupil in yr 2 is involved in different daily interventions both 1 to 1 and in small groups. He has recently made progress within maths as he can now do his 10 times tables. He has improved his Phonics Screening score by 8 since September 2017. His parent has been engaged in a structured conversation and has agreed to monitoring with a view to GDA</p> <p>In year 6 Results currently show that 25% of PP children are attaining AR in all areas of the curriculum 1 further child is AR in reading and writing but needs additional support in maths</p> <p>Maths is the key focus area to improve the number of PP children attaining ARE in reading, writing and maths. Additional adults will be involved in maths lessons to support PP children (SC-Mondays, GB Tuesday/Thursday, VC Monday-Wednesday, HA Friday where possible)</p>				
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Review Term 3	Record any new actions in a different colour																						
<b>Objective</b> To increase % of PP pupils achieving ARE in writing by end of KS2	X1 writing club. Focussed support on constructing sentences, using punctuation correctly and identify spelling errors. 1 hour per week.	£26.21 per week Per year <b>£1022.19</b>	9	Rebecca Wink	6/6 100% at AR 3/6 at gr depth 50%																		
<b>Review Term 1</b> <b>Year 5</b> <table border="1" data-bbox="107 746 336 839"> <tr><td></td><td>2.1.</td><td>1</td></tr> <tr><td></td><td>3/6</td><td></td></tr> <tr><td></td><td>50%</td><td></td></tr> </table> <b>Year 6</b> <table border="1" data-bbox="107 898 336 991"> <tr><td></td><td>2.1.</td><td>1</td></tr> <tr><td></td><td>2/8</td><td>1/8</td></tr> <tr><td></td><td>25%</td><td>12%</td></tr> </table>		2.1.	1		3/6			50%			2.1.	1		2/8	1/8		25%	12%	<p>Mrs Winks leads this group for higher ability children on a Wednesday dinner time. The group includes 3 PP children from Y5 and 3 PP from Year 6. This group write for The Arrow magazine and have a 'real' audience of local adults for their writing. There is much focus is on editing which has had an impact on SPAG results.</p> <p>Currently 3 of the Year 5 children are writing at ARE          2/3 Year 6 children involved are writing at ARE          1/3 Year 6 children demonstrates writing at greater depth</p>				
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Review Term 3	Record any new actions in a different colour				
Objective – To increase % of pupils at ARE in SPaG  Years: 1 - 6	1:1 on Nesy, individualised programme for spelling 15 mins per pupil x 3 per week	£2.72 per pupil Per session £48.96 Per week £146.88 Per year = <b>£5728.32</b>	18	TA in classroom	13/18 72%
Review Term 1	Results for SPAG from FS2 upwards currently show that; 35% of PP are achieving ARE, greatest impact of Beat Dyslexia and Nesy is in KS2 where 41% of PP attain ARE.  Additional spelling games have been purchased as an alternative to Nesy in KS1. These have been well received however it is too early to assess their impact.				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				

<p><b>Objective – To provide support for vulnerable pupils and their families in developing positive learning attitudes and raising achievement.</b></p> <p><b>Years : 1 – 6</b></p>	<p><b>1:1 or small group 1:5 Targeted nurture groups will provide support for children and their families with emotional, social and behaviour issues which are impacting on their progress.</b></p> <p><b>To develop self-confidence and self-esteem in pupils who need to develop in these areas to be able to access learning in the classroom.</b></p> <p><b>2 hours per session x 3 per week including sensory circuits, sensory time, Star time</b></p>	<p><b>£11.74 per hour</b> <b>£10.88 per hour</b></p> <p><b>Total per session £45.24</b></p> <p><b>Per week = £135.72</b></p> <p><b>Per year £5293.08</b></p>	<p><b>10</b></p>	<p><b>Learning mentor</b> <b>TA</b> <b>Johnny Nichols</b></p>	<p><b>7/10 70%</b></p>
<p><b>Review Term 1</b></p>	<p><b>Children from Y1 to Y6 are accessing nurture, sensory circuits and star time. It has been noticed that these provisions are having an impact on the children’s confidence and self-esteem.</b></p> <p><b>Since staff training in December 2017 we have introduced Pivats to assess the children’s social and emotional development.</b></p>				

Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				
<p>Objective – To improve attendance and reduce the persistent absence of disadvantaged pupils.</p> <p>Years : FS – Y6</p>	<p>Attendance support officer employed, weekly, termly and annual rewards for individuals, classes and groups of pupils. Monitor and maintain improvement. Develop the partnership with parents and provide additional pastoral support for pupil in receipt of Pupil premium</p>	<p>£500</p>	<p>34</p>	<p>Helen Acton Sarah Chesney Kelly Green Olivia Hanson Sue Middlebrooke</p>	<p>34/34 100%</p>
Review Term 1	<p>Attendance for Autumn 2 shows that 66% of the PP children have attendance above 96%, 34% have attendance below 96%. Reasons for low attendance include; travelling, illness and holidays. Those children under 96% are being passed on and monitored by the EWO.</p>				

	<p>Children are encouraged to come to school and rewarded on a traffic light system for attendance. Awards also go out to those achieving 100% at the end of the school year. School Council have agreed termly rewards – Autumn term reward is a movie and popcorn afternoon.</p> <p>HA is to meet with representatives from the showman community to explore how school can support their attendance and build a good relationship with this increasing part of the school community:- including a whole school Fairground week</p>				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				
<p>Objective – Ensure that pupils have wider curricular opportunities to broaden their experience.</p> <p>Years: FS - 6</p>	<p>To ensure pupils broaden life experiences which supports understanding of the wider curriculum and will have an impact on writing standards, subsidise all visits including residential, visits, visitors and after school clubs.</p>	£500	34	Carole Orridge	34/34 100%

Review Term 1	PP funding has been used to subsidise trips and resources for pupil premium pupils in all classes. Funding was also used to pay for the residential trip to Hollowford for 2 pupils and for revision guides for the year 6 pupils so that they can enjoy a broad and balanced curriculum.				
Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				
Objective – Ensure pupils are ready to learn daily  Years: FS – Yr 6	To subsidise breakfast club and have a targeted approach to ensure PP have access and now is available.	£10.50 per day £52.50 per week £2047.50 Per year	Available to PP pupils  Costs based on 7 children taking it up	Admin team Helen Acton Jan Crank Jodie Danni	32/32 100%
Review Term 1	Staff report that those (2-3) PP children who attend Breakfast Club are demonstrating improved concentration and focus. Other (3-4) PP children who attend After School Club on a regular are able to have adult support to complete homework in school. Few PP children choose to access these clubs – due to school buses transporting children to and from school. <a href="#">KG to chat to PP parents to remind them that free access to the clubs is available.</a>				

Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				
<p>Objective – To increase % of pupils getting ARE and GD in reading across the school.</p> <p>Years: FS – yr6</p>	<p>Invest in Bug Club by Collins. Increase pupil's interest in reading at school and home. Develop ability to answer comp questions by bug.</p>	<p>£1400</p>	<p>Available to PP pupils</p>	<p>Carole Orridge Kelly Green Claire Kantecki Laura Phillips Nicola Lynch Zoe Castlehow Loren Turner Rebecca Winks Sarah Chesney</p>	<p>32/32 100%</p>
Review Term 1	<p>Results for reading from FS2 upwards currently show that; 42% are working are at age related expectations independently for the end of their academic year in reading. 48% of KS2 children are working at ARE independently. Bug Club has been introduced in all classes and teachers report that it is engaging lower ability boys in reading. Few classes are accessing the tracking facility to measure progress and frequency of using Bug Club at home.</p> <p><a href="#">RW to review staff training in Spring term.</a></p>				

Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				
Objective – To ensure pupils have a calm and settled lunchtime and are ready to learn in the afternoon.	The Zone – specific activities to keep pupils occupied and develop their friendships and deal with problems 40 mins per day	<p>£11.74 x 2 = £22.48</p> <p>Per week £117.40</p> <p>Per year <b>£4578.60</b></p>	6	<p>Kelly Green</p> <p>Claire Kantecki</p> <p>Laura Phillips</p> <p>Nicola Lynch</p> <p>Zoe Castlehow</p> <p>Loren Turner</p> <p>Rebecca Winks</p> <p>Sarah Chesney</p>	6/6 100%
Review Term 1	<p>Pupils have been accessing The Zone and enjoying spending their unstructured time in a safe nurturing environment. Some children attend the zone when they are on red instead of going to reflection however The Zone book shows that more children are accessing the zone voluntarily rather than being sent there by an adult.</p> <p>We have 24 incidents of inappropriate playground behaviour recorded since the start of term- at Autumn 2 last year we had 34 - so The Zone and teaching social skills is having a positive impact.</p> <p>Pupil voice reports that 98% of our children now feel safe in school.</p>				
Review Term 2					

	Record any new actions in a different colour
Review Term 3	Record any new actions in a different colour

Action plan –KS1 and FS

Objective 1	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
<p>Phonics RWInc – To ensure all phonemes are known and words can be blended, words recognised</p> <p>Years: EYs, Y1, and Y2</p>	<p>Small group intervention – 20 min sessions 4 times a week 1:4 children in each group</p>	<p>FS2 £25.21 per week x39=£1,310.92 Year 1 £25.21 per week x39=£1,310.92 Year 2 £25.21 per week x39=£1,310.92</p> <p><b>Total: £1638.33 for PP children</b></p>	<p>5 PP children plus 7 others in year group</p>	<p>C Kantecki –teacher K Brooke -TA L.Phillips –teacher J Parkin –TA N Lynch –teacher J Marshbank</p>	<p>FS child will meet the expected standard to pass Year 1 Phonics test by end of year Year 1 children will be able to blend and read 10-15 words on Phonic Screener Year 2 child will pass Phonics Screener resit</p>
Review Term 1	<p>Phonics Screening shows that all the PP children have taken small steps in improving their phonological awareness since September. All PP children can now sound out and blend at least 1 word. The PP child who needed to resit the screener has doubled his score from last year and made 8 marks improvement since September. Of the 3 year 1 children: one has improved by 8 marks since September, another by 2 marks and the third by 1 mark.</p>				

Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				
Objective 2  Hand-writing – To form all letters legibly with flicks ready to join  Years EYF	What will we do?  Small group intervention – 15 min sessions twice a week 1:2 in group	How much will it cost?  £7.65 per week x 39 = £98.35  <b>Cost for PP children =£49.17</b>	How many pupils will benefit?  1 PP and 1 other	Who will be responsible  K.Brooke	What will success look like?  All letters will be joined correctly. Handwriting will be legible and appropriately sized with finger spaces.  100% of EY PP to attain GLD in Moving and Handling and Writing
Review Term 1	We just have 1 PP child in the Foundation Stage. He is currently at age related in all areas of the foundation curriculum and likely to achieve greater depth by summer time. Scrutiny of handwriting books show that this child is now writing legibly and showing improved letter formation and consistency of letter size. He is working within 40-60 months for Moving and Handling and Writing				
Review Term 2	Record any new actions in a different colour				

Review Term 3	Record any new actions in a different colour				
<b>Objective 3</b>  <b>1 to 1 reading / reading dog</b> <b>To decode fluently age-appropriate books and be able to answer questions about the book to indicate comprehension.</b>  <b>Years Yr1, Yr 2</b>	<b>What will we do?</b>  <b>Children will read to an adult for 10 -15 minutes daily and answer questions on the book – including inference questions and word meaning questions.</b> <b>Reading Dog (or rabbit!) will be there for reluctant readers</b>	<b>How much will it cost?</b>  <b>Costing included in reading for KS2</b>	<b>How many pupils will benefit?</b>  <b>4 PP children</b>	<b>Who will be responsible</b>  <b>N Lynch</b> <b>L Phillips</b>	<b>What will success look like?</b>  <b>Year 2 child will attain 90+ on Year 2 Pira test</b>  <b>Year 1 children will attain 85+ on Pira test</b>
Review Term 2	<p>We have 4 PP children in Y1 and 2. All 4 are below age related expectations in reading however they are actively engaged with the whole class text and answer questions verbally. They are making small steps of progress in their phonics:-screening shows that all the PP children have taken small steps in improving their phonological awareness since September. All PP children can now sound out and blend at least 1 word. The PP child who needed to resit the screener has doubled his score from last year and made 8 marks improvement since September.</p> <p>Of the 3 year 1 children: one has improved by 8 marks since September, another by 2 marks and the third by 1 mark.</p> <p>All of the PP children show a good attitude to books and reading. In year 1 2 of these pupils are boys and 1 girl. In their Pira tests they scored 6/25 4/25 and 4/25. All these pupils are currently on the pink books in the reading scheme.</p> <p>In order to engage the Year 2 child in reading non-fiction he is rewarded with choosing a non-fiction book to share at home for completing reading scheme books to an adult in school.</p> <p>School are looking in to more boy friendly reading books and are trying to gain the support of male reading ‘role models’ to support pupils.</p>				

Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				
<b>Objective 4</b>  <b>Speech and Language</b>  To follow the programme set by speech therapist to develop the 'oi' 'ee' 'er' 'ow' 'ay' 't' 'ah''oh''eye' 'od' sounds  Year: Yr 1	<b>What will we do?</b>  1-1 work on an individual programme to support the development of the focus sounds set by the speech therapist 20 minutes 3 times a week	<b>How much will it cost?</b>  £10.88 per week x 39 = <b>£424</b>	<b>How many pupils will benefit?</b>  1	<b>Who will be responsible</b>  J. Parkin	<b>What will success look like?</b>  Child will be able to pronounce 'oi' 'ee' 'er' 'ow' 'ay' 't' 'ah''oh''eye' 'od' sounds
Review Term 1	1 pupil in year 1 is having support from speech therapy. He can now recognise these sounds when he sees them with the pictures but is unable to recognise them when he sees them in books or flash cards without the pictures.  In the phonics screening tests this pupil has made small progress from September to now, he scored 0/40 in his first test then more recently 1/40.  To pronounce words beginning and ending with 't'.				

Review Term 2	Record any new actions in a different colour				
Review Term 3	Record any new actions in a different colour				
Objective 6  Number Recognition – To use Numicon to develop number bonds to 20 and number recognition  Years: Yr 1 and Yr2	What will we do?  Small intervention group using Numicom and other resources to provide concrete understanding for number recognition to 20 (Yr1) and 100 (Yr 2), counting, and number bonds to 20	How much will it cost?  £10.88 per week x39 = £212 Year 1  £10.88 per week x39 = £212 Year 2  Total cost for PP = £424	How many pupils will benefit?  4PP and 4 other children	Who will be responsible  J Parkin	What will success look like?  <u>Year 2</u> 95+ on Puma W+ on Maths SATs <u>Year 1</u> 85+ on Puma
Review Term 1	<p>Recent tests results have shown that Y1 and Y2 are working below age related. In the latest puma tests the year 1 pupils scored; 7/30/11/30 and 5/30. The year 2 pupil scored at standardised score of 85/100 in the maths sats paper.</p> <p>Although all 4 pupils are working below age related in maths there has been some progress. Work scrutiny and question level analysis of Puma shows that the Year 1 pupils- 2 can count, record and order numbers 1-10 and 1 can now count to 10 independently.</p> <p>Year 2 pupil- has gained more confidence and can now do his 10 times tables, he can read and write 2 digit numbers.</p>				

Commented [KAG1]:

<b>Review Term 2</b>	<b>Record any new actions in a different colour</b>
<b>Review Term 3</b>	<b>Record any new actions in a different colour</b>

**Total cost £46, 976.94**