

Pupil Premium Impact Assessment

Reviewed for Summer Term 2018

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 th September / 20 th February / 19 th June
Total Budget allocation	£44,880

Outcomes

	% of PP at ARE		% of all children at ARE		National % of pupils attaining ARE			
	2017	2018	2017	2018	2016-All	2016 PP	2017 -All	2017-PP
EYs (GLD)	0/3 0%	½ 50%	24/30 80%	20/24 83%	69%	55%	71%	56%
Key Stage 1 Phonics-Yr 1	0/1 0%	1/3 33%	27/30 90%	27/30 90%	81%	74%	81%	68%
Key Stage 1 Reading	2/3 67%	0/1 0%	25/30 83%	24/30 80%	74%	62%	76%	63%
Key Stage 1 Writing	2/3 67%	0/1 0%	24/30 80%	22/30 73%	70%	66%	52%	54%
Key Stage 1 Maths	2/3 67%	0/1 0%	26/30 87%	24/30 80%	73%	59%	75%	62%
Key stage 2 Reading	6/7 86%	5/7 71%	19/20 95%	27/30 90%	66%	53%	72%	59%

Key stage 2 Writing	5/7 71%	5/7 71%	17/20 85%	26/30 87%	74%	64%	76%	66%
Key stage 2 Maths	6/7 86%	5/7 71%	18/20 87%	26/30 87%	70%	57%	75%	63%
Overview of 2017-2018								
What went well					What needs to change			
<p>End of academy data has been good for disadvantaged children for the last 2 years with over 71% attaining ARE in reading, writing and maths. This has been achieved through:-</p> <p>Interventions in year 6 as most of the PP achieved ARE or above. (1 gd) Interventions were introduced earlier in the year which supported most PP in achieving ARE and above in all areas - 5/7 71%</p> <p>Boosters in Summer term were heavily based on maths in Y6 which impacted on our results -5/7 71%</p> <p>Writing Clinic was successful as 5/7 PP pupils achieved ARE or above in writing in Yr 6 and Maths Boosters led by Stuart Cooke had a positive impact with 5/7 71% of PP achieving ARE or above. All PP pupils who attended Booklins achieved ARE or above</p> <p>Number of behaviour incidents decreased throughout the year from 29 in first term to 13 in Summer. This success is attributed to 'The Zone' - children who find unstructured times of the school day difficult, can access the lunch-time club to prevent them going in red by talking to them and calming them down. Those that are sent to 'The Zone' as they are on red, calm down during lunch time and return to class in a better frame of mind and are ready to re-join their class.</p> <p>The percentage of disadvantaged pupils in KS2 classes attained higher than national data for disadvantaged pupils in reading-and writing indicating the success of Nesy, Beat Dyslexia, whole class reading and writing clinics.</p> <p>The percentage of disadvantaged pupils in KS2 classes (except 1) attained higher than national data for disadvantaged pupils in maths indicating the success of Same Day Intervention, Timestables Rockstars and My Maths Clubs.</p>					<p>Adapted interventions for Phonics, reading and writing for the small number of disadvantaged pupils in KS1</p> <p>Attendance of disadvantaged pupils needs to be a focus.</p> <p>Attendance of Breakfast club-only 2/3 PP pupils attend breakfast club regularly. PP will be sent a letter/survey to ask why they don't choose to access the club.</p> <p>Support for reluctant readers in KS1-To use the animals we have in school to support reluctant readers.</p>			

Support in SPAG increased our % achieving ARE or above from last year. This is down to programmes such as Beat Dyslexia, Nessy and spelling games bought for each class.

Current Pupils -2017-2018

	% Eligible	% LAP	% MAP	% HAP
Early Years	1 child 0.45% academy 4% class		4%	
Specific intervention need Objective number 1,2			Phonics – RWInc Handwriting practice	
Y1	3 children 1.4% academy 10% class	10%		
Specific intervention need Objective number 1,3,4,5,6		S and L Phonics – R,W,Inc Number recognition SDI -Maths 1-1 sharing books/Reading Dog		
Y2	1 child 0.56 academy 3.5% class	3.5%		

Specific intervention need		Phonics R,W.Inc 1-1 reading and Nessy Number Bonds to 20 SDI -Maths		
Objective number 1,3,4,5,6				
Y3	3 children 1.4% academy 10% class	3%	6%	
Specific intervention need		Confidence and resilience- Friendship Group in Nurture 1-1 reading / reading dog Bug Club Nessy Problem solving and reasoning SDI	Bug Club -Inference skills in reading Timetable practice Writing Clinic	
Objective number				
Y4	9 children 4.2% academy 45% class	20%	15%	10%
Specific intervention need		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
Objective number				
Y5	7 children 3.3%academy 25% class	14%	7%	3.5%

Specific intervention need		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
Objective number				
Y6	8 children 3.8%academy 25% of class	62.5%	12.5%	25%
Specific intervention need		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
Objective number				

Additional Planned Use of Funding (Whole Academy)

Action plan

Objective	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Writing Clinic – To support children on a 1-1 basis to improve their writing through better word choices, spelling and grammar. Years: Year 6,	20 minutes per week on ONE-TO-ONE basis	£9.37 per pupil £56.22 per week Per year = £2192.58	6	Sarah Chesney Sarah Grey Rob Barr Helen Acton	5/6 = 83% 5/8 of all Yr 6 PP children 62% 2/8 25% Gr Depth

<p>Review Term 1 Year 6</p> <table border="1" data-bbox="33 375 409 486"> <tr> <td>3</td> <td>2.2</td> <td>2.1</td> <td>1</td> </tr> <tr> <td>37%</td> <td>25%</td> <td>25%</td> <td>12%</td> </tr> <tr> <td>3/8</td> <td>2/8</td> <td>2/8</td> <td>1/8</td> </tr> </table>	3	2.2	2.1	1	37%	25%	25%	12%	3/8	2/8	2/8	1/8	<p>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. Currently 37% of PP are working within ARE 12% working within greater depth 2/8 PP children have exceeded progress expectations in writing to date</p> <p>LED writing boards are used to develop simple sentences with 2 of the PP boys in Y6</p> <p>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.</p> <p>Non-negotiable: PP books to be marked first. A higher percentage of lollipop sticks in the questioning pots in class for the pp children. . Increase staffing in Year 6 to work with children during writing clinics –GB/VC –Schools Direct</p>												
3	2.2	2.1	1																						
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<p>Review Term 2 At Are</p> <table border="1" data-bbox="33 917 409 1173"> <tr> <td>3</td> <td>2.2</td> <td>2.1</td> <td>1</td> </tr> <tr> <td>37%</td> <td>37%</td> <td>12%</td> <td>12%</td> </tr> <tr> <td>3/8</td> <td>3/8</td> <td>1/8</td> <td>1/8</td> </tr> <tr> <td>GD</td> <td></td> <td>2.1</td> <td>1</td> </tr> <tr> <td></td> <td></td> <td>12%</td> <td>12%</td> </tr> <tr> <td></td> <td></td> <td>1/8</td> <td>1/8</td> </tr> </table>	3	2.2	2.1	1	37%	37%	12%	12%	3/8	3/8	1/8	1/8	GD		2.1	1			12%	12%			1/8	1/8	<p>The writing clinic has been working well. We have more staff involved; GB, SW, SG and HA also support during the clinic. 1 pupil is greater depth, 1 is almost GrD, just needing more evidence, 3 are nearly solid at ARE, and 3 are still below ARE. Children who are ARE or almost there are working on spelling and accuracy, GD chrn are working on : and ;</p> <p>The number of lollipop sticks for questioning have now doubled for the PP chrn, this allows them the chance to be more involved and answer more questions and to be asked more questions.</p>
3	2.2	2.1	1																						
37%	37%	12%	12%																						
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GD		2.1	1																						
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<p>Review Term 3 7- 1 pp left</p> <table border="1" data-bbox="33 1252 409 1364"> <tr> <td>3</td> <td>2.2</td> <td>2.1</td> <td>1</td> </tr> <tr> <td>28.6%</td> <td></td> <td>57.1%</td> <td>14.3%</td> </tr> <tr> <td>2/7</td> <td>0</td> <td>4/7</td> <td>1/7</td> </tr> </table>	3	2.2	2.1	1	28.6%		57.1%	14.3%	2/7	0	4/7	1/7	<p>Writing results were successful for the PP children, all apart from the 2 children who have SEN achieved ARE or above in writing. The amount of support and focus put on writing in the clinics during the two previous terms paid off. 1 pupil who was not ARE in spring left during the summer term and did not access the SATs.</p>												
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Objective Maths booster session as part of SDI in afternoon with DOL. To increase % of GD and ARE maths Year: 6	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= £822.51	2 4	Rob Barr	5/6 83%												
Review Term 1 Year 6 <table border="1" data-bbox="33 738 409 850"> <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 times table 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>				
3	2.2	2.1	1														
12%	62%	12%	12%														
1/8	5/8	1/8	1/8														
Review Term 2	<p>All of the PP Year 6 children are supported by Stuart Cooke (DoL) on Mondays in maths work. Maths boosters take place after school on Mondays for all PP children.</p> <p>1/8 scored greater depth in recent mock SATS (12%)</p> <p>4/8 attained ARE in the same tests (50%)</p> <p>3/8 PP are showing positive progress (37.5%)</p> <p>Focus for the start of the summer term will be Arithmetic</p>																
Review Term 3 <table border="1" data-bbox="33 1289 409 1393"> <tr> <td>3</td> <td>2.2</td> <td>2.1</td> <td>1</td> </tr> <tr> <td>28.6%</td> <td></td> <td>57.1%</td> <td>14.3%</td> </tr> <tr> <td>2/7</td> <td>0</td> <td>4/7</td> <td>1/7</td> </tr> </table>	3	2.2	2.1	1	28.6%		57.1%	14.3%	2/7	0	4/7	1/7	<p>Again we had successful results in maths. All children apart from 2 children with SEN achieved ARE or higher.</p> <p>Stuart Cooke continued to work with the more able children in maths during the summer term. As maths was identified as a possible weaker area all interventions were based heavily on maths. All boosters were based on arithmetic. The heavy focus on this area paid off in the results achieved.</p>				
3	2.2	2.1	1														
28.6%		57.1%	14.3%														
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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" data-bbox="33 630 409 742"> <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>				
3	2.2	2.1	1														
25%	37%	12%	25%														
2/8	3/8	1/8	2/8														
Review Term 2 <table border="1" data-bbox="33 917 409 1029"> <tr> <td>3</td> <td>2.2</td> <td>2.1</td> <td>1</td> </tr> <tr> <td>25%</td> <td>37%</td> <td>25%</td> <td>12%</td> </tr> <tr> <td>2/8</td> <td>3/8</td> <td>2/8</td> <td>1/8</td> </tr> </table>	3	2.2	2.1	1	25%	37%	25%	12%	2/8	3/8	2/8	1/8	<p>Monitoring of progress in Booklins over the Spring term shows the 2 PP pupils have improved their overall scores in inference, retrieval, authors choice of words and word meaning from 12/44 to 16/44 and 27/44 to 31/44. In the mock SATS tests one of these children is just below ARE at a standardised score of 99 (from 85 in Autumn term) and the other is working at ARE SS of 102 from 97 in Autumn term)</p> <p>Of the 8 PP children in Year 6 having lunchtime interventions 4/8 show a positive reading score for progress (50%) and 1 shows amber (under 1 point of negative progress)</p>				
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Review Term 3 <table border="1" data-bbox="33 1276 409 1388"> <tr> <td>3</td> <td>2.2</td> <td>2.1</td> <td>1</td> </tr> <tr> <td>28.6%</td> <td></td> <td>57.1%</td> <td>14.3%</td> </tr> <tr> <td>2/7</td> <td>0</td> <td>4/7</td> <td>1/7</td> </tr> </table>	3	2.2	2.1	1	28.6%		57.1%	14.3%	2/7	0	4/7	1/7	<p>4 PP children attended Booklins during the summer term. The focus for this term was exam technique. All the children who attended Booklins achieved ARE in reading in SATs.</p>				
3	2.2	2.1	1														
28.6%		57.1%	14.3%														
2/7	0	4/7	1/7														

<p>Objective – To increase % of pupils getting ARE and GD in reading, writing, maths and SPaG by end of KS1 and end of KS2.</p> <p>Years: 2 & 6</p>	<p>Pupils to be in targeted small groups 1:3 for specific needs. 1 hour per week</p> <p>Additional 1:1 booster after school with dedicated mentor 45 mins per week</p>	<p>£26.21 per week Per year £1022.19 per teacher</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>9</p>	<p>Kelly Green Claire Kantecki Laura Phillips Nicola Lynch Zoe Castlehow Loren Turner Rebecca Winks Sarah Chesney Helen Acton</p>	<p>5/9 56% (1 Year 2 child and 5/8 Year 6 children)</p>																																																								
<p>Review Term 1</p> <table border="1" data-bbox="33 842 409 938"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>C</th> </tr> </thead> <tbody> <tr> <td></td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> </tr> <tr> <td></td> <td>1/1</td> <td>1/1</td> <td>1/1</td> <td>1/1</td> </tr> </tbody> </table> <table border="1" data-bbox="33 970 409 1361"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>C</th> </tr> </thead> <tbody> <tr> <td></td> <td>3</td> <td>3</td> <td>3</td> <td>3</td> </tr> <tr> <td></td> <td>2/8 25%</td> <td>2/8 25%</td> <td>1/8 12%</td> <td>3/8 37%</td> </tr> <tr> <td></td> <td>2.2</td> <td>2.2</td> <td>2.2</td> <td>2.2</td> </tr> <tr> <td></td> <td>4/8 50%</td> <td>3/8 37.5%</td> <td>5/8 62%</td> <td>3/6 37%</td> </tr> <tr> <td></td> <td>2.1</td> <td>2.1</td> <td>2.1</td> <td>2.1</td> </tr> <tr> <td></td> <td>1/8 12%</td> <td>1/8 12%</td> <td>0/8 %</td> <td>0</td> </tr> <tr> <td></td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td></td> <td>1/8 12.5%</td> <td>2/8 25%</td> <td>2/8 25%</td> <td>2/8 25%</td> </tr> </tbody> </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%	2/8 25%	1/8 12%	3/8 37%		2.2	2.2	2.2	2.2		4/8 50%	3/8 37.5%	5/8 62%	3/6 37%		2.1	2.1	2.1	2.1		1/8 12%	1/8 12%	0/8 %	0		1	1	1	1		1/8 12.5%	2/8 25%	2/8 25%	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>
	R	W	M	C																																																									
	3	3	3	3																																																									
	1/1	1/1	1/1	1/1																																																									
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	1/8 12.5%	2/8 25%	2/8 25%	2/8 25%																																																									
<p>Review Term 2</p>	<p>The 1 PP child in year 2 has made some small steps of improvement. He is reading much quicker and not sounding out as much as he recognises more words. He seems more positive about reading and he is even writing his own fiction book at home. Although</p>																																																												

	R	W	M	C
	3	3	3	3
	1/1	1/1	1/1	1/1

he still worries about work he is appearing to be more confident and happy in himself. At the minute he is still below age related across the board.

Year 6

Results currently show that 12% of PP children are attaining AR in all areas of the curriculum, 4 children will get there with more support

Maths intervention sessions occur throughout the week.

SC-All day Monday-maths sessions am and revision pm with GD

S Che-Booster after school Monday/Wed lunchtime

GB-Tues/Thurs sessions

VC-Mon/Wed sessions

HA-Fri

SW-Every day

RW-Fri lunch time booster

Boosters are going well for most PP children. QLA has been used to identify gaps in knowledge and intervene. Place value and 4 operations are foci issues for ARE pupils. GD pupils are developing Algebra and inverse questions.

	R	W	M
	3	3	3
	2/8 25%	2/8 25%	1/8 12%
	2.2	2.2	2.2
	4/8 50%	3/8 37.5%	5/8 62%
	2.1	2.1	2.1
	1/8 12%	1/8 12%	0/8 %
	1	1	1
	1/8 12.5%	2/8 25%	2/8 25%

Review Term 3

	R	W	M	C
	3	3	2.2	3
	1/1	1/1	1/1	1/1

The 1 PP in year 2 made some improvements, more so in maths where he achieved working towards, however he is still working below in reading and writing.

Results show that 5 of the 7 PP children achieved ARE and above in reading, writing and maths. 71%

Boosters and interventions during the summer term were heavily based on maths focusing on arithmetic.

	R	W	M
	3	3	3
	2/7 28.6%	2/7 28.6%	2/7 28.6%
	2.2	2.2	2.2
	0	0	0
	2.1	2.1	2.1
	4/7 57.1%	4/7 57.1%	4/7 57.1%
	1	1	1
	1/7	1/7	1/7

	14.2%	14.2%	14.2%																						
Objective 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 £1022.19	9	Rebecca Wink	6/6 100% at AR 3/6 at gr depth 50%																	
Review Term 1 Year 5 <table border="1"> <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> Year 6 <table border="1"> <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>Miss 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>						
	2.1.	1																							
	3/6																								
	50%																								
	2.1.	1																							
	2/8	1/8																							
	25%	12%																							
Review Term 2 <table border="1"> <tr> <td>2.2</td> <td>2.1.</td> <td>1</td> </tr> <tr> <td>2/5</td> <td>2/5</td> <td>1/5</td> </tr> <tr> <td>40%</td> <td>40%</td> <td>20%</td> </tr> </table>	2.2	2.1.	1	2/5	2/5	1/5	40%	40%	20%	<p>This group is now aimed at higher ability boys.</p> <p>Currently only 1 PP from yr 5 is accessing the higher ability group. He is achieving greater depth in several pieces of work. In writing he is working at 2.1, however his target for summer term is 1.</p> <p>1 PP child has left from year 5 so there are currently 5 PP children in that class.</p>															
2.2	2.1.	1																							
2/5	2/5	1/5																							
40%	40%	20%																							
Review Term 3 <table border="1"> <tr> <td>2.2</td> <td>2.1.</td> <td>1</td> </tr> <tr> <td>1/5</td> <td>4/5</td> <td></td> </tr> <tr> <td>20%</td> <td></td> <td></td> </tr> </table>	2.2	2.1.	1	1/5	4/5		20%			<p>The year 5 writing group that has been working on the Hatfield Arrow has been used to stretch the more able children. 1 boy from year 5 accesses this group. He is not quite working at greater depth but is close.</p>															
2.2	2.1.	1																							
1/5	4/5																								
20%																									

<p>Combined approaches</p> <p>Objectives - To increase % of word recognition to improve reading speed, stamina and understanding to increase % of pupils at ARE by end of year.</p> <p>Years : 1 - 6</p>	<p>1:1 on Nessy /Beat Dyslexia individualised programme for reading 15 min per pupil x 3 per week</p> <p>1:1 reading sessions with adult to increase speed, fluency and understanding 15 mins per pupil x 3 per week in addition to small group comprehension</p>	<p>£2.72 per pupil</p> <p>Total = £43.52 per session</p> <p>Per week £130.56</p> <p>Per year = £5091.84</p> <p>£2.72 per pupil</p> <p>Total = £73.44 per session</p> <p>Per week = £220.32</p> <p>Per year = £8592.48</p>	<p>16</p> <p>27</p>	<p>TA in classroom</p> <p>TA or teacher</p>	<p>10/16 63%</p> <p>19/27 70%</p>
<p>Review Term 1</p>	<p>Results for reading from FS2 upwards currently show that; 42% of PP are achieving ARE, greatest impact of Beat Dyslexia and Nessy is in KS2 where 48% of PP attain ARE.</p> <p>The 1-1 reading dog then rabbit (Oct 2017) has improved the confidence of travellers and lower ability children to read aloud.</p> <p>1-1 reading sessions has improved speed reading in Year 6</p> <p>We are currently looking into new programmes to support us with spellings/word recognition in school especially in KS1</p>				
<p>Review Term 2</p>	<p>Current results in reading are as follows;</p> <p>FS2- 1 PP-working above age related in reading 1 of 2 PP children (50%)</p> <p>Y1- 3 PP –working below age related 3 of 3 PP children</p> <p>Y2-1 PP – working below</p> <p>Y3-3 PP – 1 working below 1 at age related 1 above age related (66% at ARE and 33% above)</p> <p>Y4-10 PP – 2 working below 4 at age related 4 above age related (80% at ARE and 40% above)</p> <p>Y5-5 PP – 3 working below 2 at age related (40%)</p> <p>Y6- 8 PP- 3 working below 4 at age related (50%) 1 above age related (12%)</p>				

	<p>Spelling games were purchased and have been given out to class teachers. Miss Winks will meet with teachers next half term to review the impact of these games and how often they are being used.</p>				
Review Term 3	<p>FS2- 1 PP-working above age related in reading Y1- 3 PP –3 working below age related (1 just below at 2.2) Y2-1 PP – 1 working below (3) Y3-3 PP – 1 working below (3) 2 above age related Y4 10 PP – 2 working below (2.2) 3 at age related 5 above age related) Y5-5 PP – 3 at ARE 2 at above age related Y6-7 PP- 2 working below (3) 4 age related 1 above age related (SATs results)</p>				
Objective – To increase % of pupils at ARE in SPaG Years: 1 - 6	1:1 on Nessy, 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 = £5728.32	18	TA in classroom	13/18 72%
Review Term 1	<p>Results for SPAG from FS2 upwards currently show that; 35% of PP are achieving ARE, greatest impact of Beat Dyslexia and Nessy is in KS2 where 41% of PP attain ARE.</p> <p>Additional spelling games have been purchased as an alternative to Nessy in KS1. These have been well received however it is too early to assess their impact.</p>				

<p>Review Term 2</p>	<p>58% of children from FS2 upwards are working at ARE and above in SPAG/Phonics. This is a 23% increase from last term. Spelling games are being used in all classes and impact will be analysed further in the summer term once practice is embedded.</p>				
<p>Review Term 3</p>	<p>18 out of the 30 PP we currently have achieved ARE in SPAG/Phonics which is 60%. This is an increase from last term.</p> <p>1/3 children in year 1 passed the phonics screening test</p>				
<p>Objective – To provide support for vulnerable pupils and their families in developing positive learning attitudes and raising achievement.</p> <p>Years : 1 – 6</p>	<p>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.</p> <p>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.</p> <p>2 hours per session x 3 per week including</p>	<p>£11.74 per hour £10.88 per hour</p> <p>Total per session £45.24</p> <p>Per week = £135.72</p> <p>Per year £5293.08</p>	<p>10</p>	<p>Learning mentor TA Johnny Nichols</p>	<p>7/10 70%</p>

	sensory circuits, sensory time, Star time				
Review Term 1	<p>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.</p> <p>Since staff training in December 2017 we have introduced Pivats to assess the children's social and emotional development.</p>				
Review Term 2	<p>Analysis of the Emotional and social Pivats data for PP children attending Nurture sessions will take place early in the summer term.</p>				
Review Term 3	<p>Nurture groups have continued to take place during the summer term. 10 of PP pupils have accessed nurture during this term. Focus has been on social and emotional intervention and transition.</p> <p>3 pupils have also been taking part in the ELSA programme with JC.</p> <p>Verbal feedback from staff and parents shows that children have made progress socially/emotionally.</p>				

<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>
<p>Review Term 1</p>	<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>				
<p>Review Term 2</p>	<p>Attendance for Spring 2 shows that 64.5% of the PP children have attendance above 96%, 35.5% have attendance below 96%. Reasons for low attendance include; travelling, illness and holidays. Those children under 96% are being monitored by the EWO.</p> <p>Spring term reward for those achieving 97% plus attendance is a movie session and/or games with Mr Nicholls. Letters are being sent home to those with attendance below 95%.</p>				

	HA has met with representatives from the showman community and a fairground week has been organised for 5th June.				
Review Term 3	Summer attendance figures show that 62.5% of PP achieved 96%+ attendance with 37.5% PP have attendance below 96%. Reasons for low attendance include: holidays, travelling and illness. Those pupils below 96% to continue to be monitored, attendance letters have been sent out to all PP pupils causing concern and the EWO has made home visits where appropriate.				
Objective – Ensure that pupils have wider curricular opportunities to broaden their experience. Years: FS - 6	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.	£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.				

<p>Review Term 2</p>	<p>PP funding has been used to pay for a child to attend multi sports after school club during the spring term. It has also been used to pay for school trips for PP pupils. An iPad has been purchased for one of our LAC children and a netbook for another.</p>				
<p>Review Term 3</p>	<p>PP funding was used to subsidise 2 trips for PP pupils in the Summer term. It was also used to pay for 8 children to attend After School Club and 4 to attend Breakfast Club. More PP attend these clubs but parents have paid for them.</p>				
<p>Objective – Ensure pupils are ready to learn daily</p> <p>Years: FS – Yr 6</p>	<p>To subsidise breakfast club and have a targeted approach to ensure PP have access and now is available.</p>	<p>£10.50 per day £52.50 per week £2047.50 Per year</p>	<p>Available to PP pupils Costs based on 7 children taking it up</p>	<p>Admin team Helen Acton Jan Crank Jodie Danni</p>	<p>32/32 100%</p>
<p>Review Term 1</p>	<p>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. KG to chat to PP parents to remind them that free access to the clubs is available.</p>				
<p>Review Term 2</p>	<p>At least 3 of the PP children attend Breakfast Club and these children are demonstrating improved concentration and focus in class. Other 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.</p> <p>KG has spoken to a few parents but this hasn't increased the percentage of PP accessing clubs.</p> <p>KG to send a letter out to PP parents</p>				

<p>Review Term 3</p>	<p>Staff report that those (2-3) PP children who attend Breakfast Club are demonstrating improved concentration and focus. One child who caused staff concerns has been given breakfast each morning and food from the Tuck Shop during mid-morning before accessing FSM. KG to survey why PP parents do not chose to send children to Breakfast Club.</p>				
<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>
<p>Review Term 1</p>	<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. RW to review staff training in Spring term.</p>				
<p>Review Term 2</p>	<p>Current results in reading are as follows; FS2- 1 PP-working above age related in reading Y1- 3 PP –working below age related Y2-1 PP – working below Y3-3 PP – 1 working below 1 at age related 1 above age related Y4-10 PP – 2 working below 4 at age related 4 above age related Y5-5 PP – 2 working below 1 at age related 2 above age related Y6-8PP- 6 working below (3chrn-3/ 4chrn-2.2) 1 at age related 1 above age related</p>				

	<p>Results show that 52% Are working at age related expectations in reading.</p> <p>Further staff training on ways to use Bug Club to engage PP in reading for pleasure</p>				
Review Term 3	<p>Summer term results for reading show;</p> <p>FS2- 1 PP-working above age related in reading</p> <p>Y1- 3 PP –3 working below age related (1 just below at 2.2)</p> <p>Y2-1 PP – 1 working below (3)</p> <p>Y3-3 PP – 1 working below (3) 2 above age related</p> <p>Y4-10 PP – 2 working below (2.2) 3 at age related 5 above age related)</p> <p>Y5-5 PP – 3 at ARE 2 at above age related</p> <p>Y6-7 PP- 2 working below (3) 4 age related 1 above age related (SATs results)</p>				
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	£11.74 x 2 = £22.48 Per week £117.40 Per year £4578.60	6	Kelly Green Claire Kantecki Laura Phillips Nicola Lynch Zoe Castlehow Loren Turner Rebecca Winks Sarah Chesney	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 29 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>				

	Pupil voice reports that 98% of our children now feel safe in school.
Review Term 2	<p>Several of the KS1 children attend the zone voluntarily and enjoy doing creative activities and board games as well as free play. The Zone book indicates that the number of children being sent to The Zone as they are on red has stayed low apart from one year 4 pupil who has lots of support in school.</p> <p>We have had 15 Incidents of inappropriate behaviour recorded in the Spring term compared to 29 in Autumn term.</p>
Review Term 3	<p>Children from KS1 and KS2 have been attending The Zone voluntarily. Most of the children have been enjoying free play with the activities in nursery. The most popular areas have been the small world area and the sand/water. The information from The Zone book shows that fewer children have been sent to The Zone and more are coming voluntarily.</p> <p>In Summer term we have had 13 of inappropriate behaviour recorded compared to 15 in Spring and 29 in Autumn term. Incidents are improving.</p>

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</p> <p>Year 1 £25.21 per week x39=£1,310.92</p> <p>Year 2 £25.21 per week x39=£1,310.92</p>	<p>5 PP children plus 7 others in year group</p>	<p>C Kantecki –teacher</p> <p>K Brooke -TA</p> <p>L.Phillips –teacher</p> <p>J Parkin –TA</p> <p>N Lynch –teacher</p> <p>J Marshbank</p>	<p>FS child will meet the expected standard to pass Year 1 Phonics test by end of year</p> <p>Year 1 children will be able to blend and read</p>

		Total: £1638.33 for PP children			10-15 words on Phonic Screener Year 2 child will pass Phonics Screener resit
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 resist 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	<p>Y1 All 3 PP from Y1 are working below age related in phonics. They join FS2 every morning for RWI sessions which are led by our phonics co coordinator Mrs Kantecki. 1 PP from Y1 was accessing speech therapy, however he is on a break from these direct sessions. In class his focus is 't' at the beginning of words.</p> <p>Rising stars data for Year 1 shows that 2/3 have increased their scores with 1/3 scoring the same as before.</p> <p>Y2 The year 2 PP child has been making small improvements. He is able to make more sense of sentences and is able to guess a sensible word that would fit in the sentence rather than sounding it out all the time. He is now also demonstrating better speed in reading and seems to be enjoying it more. His scaled score for reading was 85 in the Easter assessment.</p>				
Review Term 3	<p>Y1 The 3 pupils from year 1 have still been accessing phonics in FS2 with Mrs Kantecki. 1 of these pupils passed the phonic screening test, 1 scored 2/40 and 1 scored 19/40. 1 pupil still has some support from SALT, he is still focusing on pronunciation of 't'.</p> <p>Y2 The 1 PP in year 2 passes his phonics test.</p>				
Objective 2	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
		£7.65 per week x 39 = £98.35	1 PP and 1 other	K.Brooke	

<p>Hand-writing – To form all letters legibly with flicks ready to join</p> <p>Years EYF</p>	<p>Small group intervention – 15 min sessions twice a week 1:2 in group</p>	<p>Cost for PP children =£49.17</p>			<p>All letters will be joined correctly. Handwriting will be legible and appropriately sized with finger spaces.</p> <p>100% of EY PP to attain GLD in Moving and Handling and Writing</p>
<p>Review Term 1</p>	<p>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</p>				
<p>Review Term 2</p>	<p>One of the PP children in FS2 is still progressing well in all areas of the foundation curriculum. He is now working within the early learning goals for most areas and is receiving 1-1 tuition towards exceeding GLD. Scrutiny of handwriting books show that this child is now demonstrating smaller letters with defined ascenders and descenders. Capital letters are of appropriate size and used appropriately. Finger spaces are evident in independent writing. A second PP child joined the class and is having intervention to write name.</p>				
<p>Review Term 3</p>	<p>In FS2 1of 2 children has writing which is very neat, he takes his time to think about what he is writing and sounds words out really carefully. He can spell most of the high frequency words. The second child is making good progress with letter formation which is evidenced in scrutiny of her work.</p>				
<p>Objective 3</p> <p>1 to 1 reading / reading dog To decode fluently age-appropriate books and be able</p>	<p>What will we do?</p> <p>Children will read to an adult for 10 -15 minutes daily and answer</p>	<p>How much will it cost?</p> <p>Costing included in reading for KS2</p>	<p>How many pupils will benefit?</p> <p>4 PP children</p>	<p>Who will be responsible</p> <p>N Lynch L Phillips</p>	<p>What will success look like?</p> <p>Year 2 child will attain 90+ on Year 2 Pira test</p>

<p>to answer questions about the book to indicate comprehension.</p> <p>Years Yr1, Yr 2</p>	<p>questions on the book – including inference questions and word meaning questions. Reading Dog (or rabbit!) will be there for reluctant readers</p>				<p>Year 1 children will attain 85+ on Pira test</p>
<p>Review Term 1</p>	<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 resist 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 into more boy friendly reading books and are trying to gain the support of male reading ‘role models’ to support pupils.</p>				
<p>Review Term 2</p>	<p>Progress for our KS1 PP children has been in small steps and they are still working below expected in reading. Phonics progress for the Year 1 children: from 3/40 (Sept) to 28/40 (April) for one child, from 0/40 to 3/40 and 9/40 for the 2 others. All the PP children can recognise the 26 individual phonemes and write their own name.</p> <p>One of the pupils is now on the red books of the reading scheme and they scored 8/25 0/25 and 2/25 on the Spring term Pira test.</p> <p>More texts likely to appeal to boys have been purchased by Mrs Kantecki.</p>				
<p>Review Term 3</p>	<p>Progress has been made in reading within KS1 for PP pupils. 1/3 in year 1 passed their phonics screening test, the other two children scored 2/40 and 19/40. The child who passed their screening test is now on blue reading books and the other two are on red and pink books in the reading scheme.</p>				

	The 1 PP child in year 2 made little progress during the summer term in reading, he is below age related.				
Objective 4 Speech and Language 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	What will we do? 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	How much will it cost? £10.88 per week x 39 = £424	How many pupils will benefit? 1	Who will be responsible J. Parkin	What will success look like? 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	The child who was accessing speech therapy is on a planned break from the direct sessions. He is working in class on the't' sound at the beginning of words. He has made progress in recognising and blending sounds on the phonics screener and can now recognise 9/40 - pronunciation being the biggest barrier to him attaining higher (from 0/40 in Sept) He joins FS2 for RWI sessions every morning and has just moved into the next group due to his good progress.				
Review Term 3	The child who accesses speech therapy is still on a break but has work sent from the speech therapist now and then. He is still working on the pronunciation of't' sounds. Progress can be seen in his phonic screening test where he achieved 19/40 which is still not a pass, however he last scored 9/40 in the Spring term.				

	This pupil is now on the red reading books on the programme.				
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>Autumn 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.</p> <p>The year 2 pupil scored at standardised score of 85 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>				
Review Term 2	<p>Results still show that PP children are still working below age related in maths. In the latest puma tests the year 1 pupils scored; 13/30/ 11/30 and 4/30. One of the PP on a support plan has attained targets set: He can touch count to 20 and recognise numerals 1-10</p> <p>The year 2 pupil is still working below age related in maths. His scaled score for the mock SATS at Easter was 89 - we need to focus on the precise vocabulary to introduce new maths concepts, as once the child understands a strategy he is able to repeat it accurately.</p> <p>To look into board games and more hands on play for maths sessions</p>				

Review Term 3	Summer results show that all KS1 PP are working below age related in maths. The year 2 pupil did score age related in the assessment however there was not enough evidence in his book to show that this could be sustained. His maths score have steadily improved throughout the year.
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Total cost £46, 976.94