

Pupil Premium Strategy 2018-19

NOR	220 (inc nursery)
Number of pupils eligible for PP funding	28
Percentage of pupils eligible for PP funding	12.7%
Total Budget allocation	£44,880 (£45,928.83)
Academy Deprivation Index	0.18
Nominated member of EAB	Lesley Bailey
EAB PP Review dates	27 th November 2018 26 th February 2019 18 th June 2019

Outcomes of Previous Academic year 2017/18

	All	PP	Others
EYFS (GLD)	20/24 - 83%	1/2 - 50%	19/24 - 79%
Year 1 Phonics	27/30 - 90%	1/3 - 33.3%	26/30 - 86.7%
Key Stage 1 Reading	24/30 - 80%	0/1 - 0%	24/29-83%
Key Stage 1 Writing	22/30 - 73%	0/1 - 0%	22/29-76%
Key Stage 1 Maths	24/30 - 80%	0/1 - 0%	22/29-76%
Key stage 2 Reading	27/30 - 90%	5/7 - 71.4%	22/23- 96%
Key stage 2 Writing	26/30 - 87%	5/7 - 71.4%	21/23-91%
Key stage 2 Maths	26/30 - 87%	5/7 - 71.4%	21/23-91%

Pupil Premium - What is Pupil Premium?

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people's life chances. This is particularly true for children from low-income families, or who are Looked After Children, research shows that without intervention these children are far less likely to leave schools with good GCSE results than other children. The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs. There is obvious accountability that serves to ensure that the money is used effectively and to the benefit of these key groups.

What does the data suggest for priorities for the next academic year?

EYFS

One of the 2 PP pupil achieved ARE + in all areas. However the second PP who has moved into FS2 mid-year is not demonstrating ARE yet. We achieved 50% ARE + in all areas in FS2 the National score was 56%. The low numbers of pupils involved in this data means that future priorities need to be bespoke to the child. Interventions such as touch counting, number recognition, phonics blending and letter recognition will initially take place in FS2.

KS1

Data suggests that we need to focus on all areas for PP in KS1. Only 1 PP passed the phonics screening test which gave us a 33% pass rate compared to the National average which was 71%, we are significantly below in this area. Our key stage 1 PP child did not score age related in reading, writing or maths, this is again a significant difference in the national average scores which are reading 61%, writing 54% and maths 62% but again the low numbers of pupils involved in this data means that future priorities need to be bespoke to the child. In Phonics 100% of our PP attained the expected level compared with the National figure of 85%.

KS2

Our scores for the PP children at the end of year 6 were very positive. We exceeded the national average in all areas. We scored 71% in reading with the national average being 63%, this is an 8% difference. In writing we got 71%, the national average was 67%, giving us a 4% difference, maths we attained 71%, national average was 62%, giving us a 9% difference. Our combined score was 71%, we achieved 23% difference from the national average which was 49%.

Two of our SEN children did not manage ARE in any subjects. We will provide more support for the SEN children to aim for ARE in all areas through nurture, PE sessions and 1 to 1 support with the counsellor or through ELSA support.

Behaviour and Attendance

Behaviour issues in school have decreased and we have noticed a decrease in children visiting The Zone on red. In the summer term there were only 13 incidents where children were on red. However behaviour and social/emotional difficulties remain a focus. We aim to get all our children classroom ready and help them through nurture where we support with anger, anxiety, friendships and worries.

Attendance again is always a focus –in summer term 40.6% of PP children had attendance below 97%. Those achieving expected level of attendance will be rewarded each half term/term.

Current Pupils

	% Eligible	% L -PA	% M-PA	% H -PA
Early Years	1-FS1-4.5% 1-FS2-3.8%		1-FS1-4.5% 1-FS2-3.8%	
Specific intervention need			Listening skills Confidence Phonics Maths ordering/touch counting Handwriting	
Objective number 1 2 3 4 11 12 13 15				
Y1	2-7.7%	1-3.8%		1-3.8%
Specific intervention need		Phonics Reading Maths SDI Sentence structure Ordering sentences		Phonics application Maths SDI Sentence structure Handwriting
Objective number 1 3 4 9 10 11 12 13 14 15				
Y2	3-10%	3-10%3.		
Specific intervention need		RWI 1 to 1 reading Nessy PE Nurture SDI		
Objective number 1 3 4 8 9 10 11 12 13 14 15				
Y3	1-3.1%	1-3.1%		
Specific intervention need		Writing intervention Sentence structure Reading Spelling Nessy		

Objective number 9 10 11 12 13 14 15		Maths -weekly timetables Nurture		
Y4	3-13.1%	1-3.3%	2-6.7%	
Specific intervention need		SDI Times table Writing clinic Spellings Nessy	Writing clinic SDI maths	
Objective number 9 10 11 12 13 14 15				
Y5	10-41.7%	5-20.8%	2-8.3%	3-12.5%
Specific intervention need		Nessy daily Focus spelling group Writing clinics Focus times-tables Individual reading Speed reading	Maths club Individual reading Focus spelling group	Maths club Individual reading Focus times tables
Objective number 5 9 10 11 12 13 14 15				
Y6		1-3.6%	6-21.4%	
Specific intervention need		Maths Booster for maths, writing and SPaG Booklins Individual reading	Maths Speed reading Booklins Boosters for maths, Lunch-time JOLTs Club in maths, writing and SPaG	
Objective number 5 6 7 8 9 10 11 12 13 14 15				

Additional Planned Use of Funding (Whole Academy)

Whole school initiative	What will it cost?	How many pupils will benefit?	Who will be responsible?	Impact?
Provide emotional and social support for vulnerable pupils through nurture sessions to help raise achievement	£10.88 per hour £65.28 per week £2,545.92 per year	14	K Green J Crank	14/14-100%
Ensure that pupils have wider opportunities such as access to after school clubs or school trips to broaden experiences	£500	28	C Orridge K Green	28/28-100%
Ensure pupils are ready to learn daily through provision at Breakfast Club-including a substantial meal and structured play time.	£42 per day for B club £10.88 per day staff £210 per week £54.40 per week £8,190 per year £2,121.60 per year	28	C Orridge O Hanson J Crank	28/28-100% ²⁷
Establish pupils have a calm and settled lunchtime, (especially children who find unstructured times of the day challenging) and are ready to learn in an afternoon	£10.88 per hour (ta) £21.00 per hour £54.40 per week £105.00 per week £2,121.60 per year £4,095 per year £6,216.60 per year in total	27	J Crank K Green L Turner C Kantecki S Chesney L Phillips	27/28-96.4%

Provide support for vulnerable pupils to improve learning behaviours such as teamwork and collaboration, helping raise achievement through P.E.	£11.74 per hour £23.48 per week £915.72 per year	10	K Green J Crank J Nicholls	10/10-100%
To improve attendance and reduce the persistent absence of disadvantaged pupils FS-Year 6	£500	28	Helen Acton Sarah Chesney Kelly Green Olivia Hanson Sue Middlebrook	28/28-100%

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?
Years:					
To ensure all phonemes are known and words can be blended and segmented and words can be recognised To recognise graphemes	Small group intervention- 20 min sessions 4 times a week 1:4 in each group	£21.00 per hour in FS2, Y1 ,Y2=£ 84(1hr 20 in each class) £3,276 a year	5	C Kantecki K Brooke L Phillips J Crank N Lynch J Marshbank	FS child will meet the expected standard to pass Year 1 Phonics test by the end of year 1 Year 1 children will pass the phonics screening test Year 2 children who failed phonics screening will pass resit/score a higher mark
Review Term 1	<p>In FS1 we have 1 PP currently working on set 1 of RWI, to reinforce work completed on phase 1 of letters and sounds. Can now recognise own name since Autumn 2. Now on track to achieve ARE standards.</p> <p>The 1 PP in FS2 is at ARE in phonics. In September only 3/100 tricky words were recognised, in December it is 15/100. On reading scheme reading ARE books (Pink)</p>				

<p>In Y1 we have 2 PP children, one who achieved a standardised score of 119 In December in the Pira test and the other achieved 95.</p> <p>Phonics Screening results</p> <table border="1"> <tr> <td>September- 2018 paper</td> <td>December-2014 paper</td> </tr> <tr> <td>1-27/40</td> <td>39/40</td> </tr> <tr> <td>2- 2/40</td> <td>14/40</td> </tr> </table> <p>3 PP children in Y2.</p> <p>Oxford reading criterion Scale-December</p> <table border="1"> <tr> <td>1- Red (Reception/Primary 1 test)</td> <td>11-developing</td> </tr> <tr> <td>2- Yellow (Reception/Primary 1)13</td> <td>13- Secure</td> </tr> <tr> <td>3- Purple (Year 2/Primary 3)</td> <td>11-Developing</td> </tr> </table>						September- 2018 paper	December-2014 paper	1-27/40	39/40	2- 2/40	14/40	1- Red (Reception/Primary 1 test)	11-developing	2- Yellow (Reception/Primary 1)13	13- Secure	3- Purple (Year 2/Primary 3)	11-Developing
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Review Term 2																	
Review Term 3																	
Objective 2																	
Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?												
To form all letters correctly in FS2	Small group intervention using handwriting books, pencil grips and emphasizing correct starting points for the letters-15 mins sessions twice a week 1:3 in group	£11.50 per half hour £448.50 per year	1 PP	C Kantecki K Brooke	Handwriting will be legible and appropriately sized with finger spaces 100% of FS2 PP to attain GLD in moving and handling for writing												

Review Term 1	Letter formation results in FS2				
	September		December		
	4/26		26/26		
	Moving and Handling				
	September		December		
	30-50m secure		40-60 entering		
Review Term 2					
Review Term 3					

Objective 3	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years:					
1 to 1 reading To decode fluently age- appropriate books and be able to answer questions about the book to	Children will read for 10-15 minutes daily and answer questions on the books- including inference questions and word meaning questions.	£21 per hour in each class £26.25 x3=£78.75 per week	5	C Kantecki N Lynch L Phillips	FS2 will achieve ARE in reading and in RWI assessments Y1- will attain 85+ on Pira test

<p>indicate a good level of comprehension</p>	<p>Reading rabbits will be used to encourage reluctant readers</p>	<p>£3,071.25 per year</p>			<p>Both will past phonics screening tests</p> <p>Y2-will attain 90+ on year 2 Sats</p>																						
<p>Review Term 1</p>	<p>.FS2- Recognising tricky words</p> <table border="1" data-bbox="472 443 2123 518"> <tr> <td>September</td> <td>December</td> </tr> <tr> <td>2/100</td> <td>15/100</td> </tr> </table> <p>Yr 1- December Pira scores for the pupils were 119 (above ARE) 95 (below ARE)</p> <p>Yr 1 Phonics Screening results</p> <table border="1" data-bbox="472 662 2123 778"> <tr> <td>September</td> <td>December</td> </tr> <tr> <td>27/40</td> <td>39/40</td> </tr> <tr> <td>2/40</td> <td>14/40</td> </tr> </table> <p>Yr 2-Common exception words recognition</p> <table border="1" data-bbox="472 850 2123 1075"> <tr> <td>September-Year 1 words</td> <td>December</td> </tr> <tr> <td>2</td> <td>22</td> </tr> <tr> <td>0</td> <td>21</td> </tr> <tr> <td>-Year 2 words</td> <td></td> </tr> <tr> <td>9</td> <td>46</td> </tr> <tr> <td>0</td> <td>8</td> </tr> </table> <p>On the reading Sats paper no children achieved a score.</p>					September	December	2/100	15/100	September	December	27/40	39/40	2/40	14/40	September-Year 1 words	December	2	22	0	21	-Year 2 words		9	46	0	8
September	December																										
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<p>Review Term 2</p>																											

Review Term 3	
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Objective 4	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?																																																																		
Years:																																																																							
Number recognition Using Numicon to develop number bonds to 10/20	Small intervention group using Numicon and other resources to provide concrete understanding for number recognition to 10/20/100 counting and number bonds to 10/20.	£10.88 per week for each class, FS2, Y1, Y2 £32.64 per week £1,272.96 per year	5	C Kantecki K Brooke L Phillips J Crank N Lynch J Marshbank	FS2- will achieve ARE in number Y1- will achieve 85+ on Puma Y2- will achieve 95+ in NFER W+ on Maths SATS																																																																		
Review Term 1	<table border="1"> <tr> <td colspan="6">FS2-is ARE in maths</td> </tr> <tr> <td colspan="3">September</td> <td colspan="3">December</td> </tr> <tr> <td colspan="3">Recognises numbers 1 to 10</td> <td colspan="3">Can match numbers to numicon pieces</td> </tr> <tr> <td colspan="6">Yr1 maths scores-standerdised</td> </tr> <tr> <td colspan="3">September</td> <td colspan="3">December</td> </tr> <tr> <td colspan="3">EYFS curriculum</td> <td colspan="3">83 BAR</td> </tr> <tr> <td colspan="3">108</td> <td colspan="3">113 GD</td> </tr> <tr> <td colspan="6">Yr 1 number recognition10/20</td> </tr> <tr> <td colspan="3">September</td> <td colspan="3">December</td> </tr> <tr> <td colspan="3">20/20</td> <td colspan="3">100</td> </tr> <tr> <td colspan="3">1/10</td> <td colspan="3">10/10</td> </tr> </table>					FS2-is ARE in maths						September			December			Recognises numbers 1 to 10			Can match numbers to numicon pieces			Yr1 maths scores-standerdised						September			December			EYFS curriculum			83 BAR			108			113 GD			Yr 1 number recognition10/20						September			December			20/20			100			1/10			10/10		
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	Yr 2 results				
	September scores (from y1 paper)	December (Sats)			
	75	No score			
	85	85			
	80	85			
Review Term 2					
Review Term 3					
Objective 5					
Years:	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 to 1 basis to improve their writing through better word choices, spelling and grammar	20 mins per week 1 to 1 support	£11.67 per pupil £70.02 per week £2,730.78 per year	6 (from Y5) 7 (from Y6)	Helen Acton Rebecca Winks Sarah Chesney Stuart Cooke	4/6 (67%) of Year 5 PP at age-related standard in writing 6/7 (86%) of Year 6 at age-related standard 1/7 (14%) at greater depth
Years 5/6					
Review Term 1	In Y5 we have 10 PP children. Rag scores are shown in the table. 20% are currently working below age related, 40% are working within age related and 20% are at age related. Children have been working on their grammar skills and spellings results below show progress				
Y5-Writing scores					
3	2.2	2.1	1		
2	4	2			
20%	40%	20%			
	September score	Current scores		Spelling Scores	
	1-23	25		107 ARE	
	2-21	24		110 GD	

3-25	24 (guided)	71 B ARE
4-17	20	93 B ARE
5-13	17	91 B ARE
6-19	23	115 GD
7-24	24	118 GD
8-15	19	107 ARE
9-13	20	71 B ARE
10- no score as wouldn't complete the assessment		0 B ARE

7 out of the 10 (70%) children made progress in the grammar hammer tests, 1 scored the same, 1 scored 1 point less and 1 didn't complete the assessments. In spellings 3 children are working at greater depth, 2 at ARE and 5 are currently below age related.

Areas which are being focused upon for the children to progress further include; basic capita letters and full stops, correcting spelling errors, generating ideas using picture, story maps and talking fin lids.

In Y6 we have 7 PP pupils. December writing rag scores are in the table. December data shows 5 are on track to get ARE, one is working on improving spellings and the other has dyslexia

3	2.2	2.1	1
	2	3	2
	28.6%	42.9%	28.6%

Y6 scores

	Questions /50	Spellings /20	Standardised Scores
1	27	9	96 B ARE
2	23	14	97 B ARE
3	18	2	89 B ARE
4	29	17	101 ARE
5	31	14	100 ARE
6	34	20	105 ARE
7	32	18	103 ARE

Reading stamina current scores-chn have 1 minute to read as many words as they can, they are to score 90+ words and have no more than 5 errors

September	December
1 99	107
2 72	75
3 39	41

	4 125	134
	5 98	110
	6 125	136
	7 74	80
Review Term 2		
Review Term 3		

Objective 6 Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?																													
Maths Boosters sessions as part of SDI to increase % of GD and ARE in maths Year 6	Run booster session every dinner time for half an hour to clear up any misconceptions and common errors	£14.06 per half hour-a week (mon) £5.44 per half hour each day - £27.20 a week £548.34 £1,060.80 £1,609.14 per year	7	Stuart Cooke Kerry McConachie	6/7 PP children to achieve ARE or above in maths																													
Review Term 1	<p>Booster session have been running since September.</p> <p>Maths rag results are shown in the table below.</p> <table border="1" data-bbox="533 839 1296 916"> <tr> <td>3</td> <td>2.2</td> <td>2.1</td> <td>1</td> </tr> <tr> <td></td> <td>2- 28.6%</td> <td>3- 42.9%</td> <td>2 – 28.6%</td> </tr> </table> <p>Maths standerdised scores from September/December</p> <table border="1" data-bbox="533 987 1296 1252"> <tr> <td>1</td> <td>90</td> <td>94</td> </tr> <tr> <td>2</td> <td>90</td> <td>90</td> </tr> <tr> <td>3</td> <td>85</td> <td>86</td> </tr> <tr> <td>4</td> <td>91</td> <td>95</td> </tr> <tr> <td>5</td> <td>91</td> <td>93</td> </tr> <tr> <td>6</td> <td>92</td> <td>96</td> </tr> <tr> <td>7</td> <td>94</td> <td>95</td> </tr> </table> <p>In Y6 all 7 children have same day interventions and 5 have additional booster sessions.</p> <p>5/7 children have improved their arithmetic score, see table below.</p>					3	2.2	2.1	1		2- 28.6%	3- 42.9%	2 – 28.6%	1	90	94	2	90	90	3	85	86	4	91	95	5	91	93	6	92	96	7	94	95
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1	16	11
2	25	27
3	7	10
4	23	20
5	19	20
6	16	21
7	20	26

The tests were carried out in September then again in December. The average point score for September was 18 and Decembers was 19.3.

Review Term 2

Review Term 3

Objective 7 Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?																																																														
To increase % of pupils getting ARE in reading Year 6	Pupils to attend Booklins club for 1 hour a week	£35.00 per week £1,136.5 per year	7	Helen Acton	6/7 pupils to attain ARE or above in reading- 85.7%																																																														
<p>Review Term 1</p> <p>The table shows where the children are currently working in reading.</p> <p>5 of the 7 PP in Y6 attend Booklins with Mrs Acton each week. Children chose 'Gangsta Granny' by David Walliams. Some weeks the children work on reading aloud for fluency whilst other times they look at particular style of questions or practice speed reading.</p> <p>Results show that all children have made progress in retrieval, inference, vocabulary and language for effect.</p> <table border="1" data-bbox="533 794 2116 1058"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Retrieval</th> <th colspan="2">Inference</th> <th colspan="2">Vocabulary</th> <th colspan="2">Language for effect</th> </tr> <tr> <th>Sept</th> <th>Dec</th> <th>Sept</th> <th>Dec</th> <th>Sept</th> <th>Dec</th> <th>Sept</th> <th>Dec</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2/6</td> <td>4/6</td> <td>1/6</td> <td>4/6</td> <td>0/7</td> <td>3/7</td> <td>0/10</td> <td>7/10</td> </tr> <tr> <td>2</td> <td>4/6</td> <td>5/6</td> <td>2/6</td> <td>5/6</td> <td>2/7</td> <td>5/7</td> <td>2/10</td> <td>5/10</td> </tr> <tr> <td>3</td> <td>3/6</td> <td>4/6</td> <td>2/6</td> <td>5/6</td> <td>1/7</td> <td>4/7</td> <td>1/10</td> <td>7/10</td> </tr> <tr> <td>4</td> <td>3/6</td> <td>5/6</td> <td>3/6</td> <td>5/6</td> <td>1/7</td> <td>4/7</td> <td>1/10</td> <td>4/10</td> </tr> <tr> <td>5</td> <td>1/6</td> <td>4/6</td> <td>1/6</td> <td>5/6</td> <td>0/7</td> <td>2/7</td> <td>0/10</td> <td>absent</td> </tr> </tbody> </table>							Retrieval		Inference		Vocabulary		Language for effect		Sept	Dec	Sept	Dec	Sept	Dec	Sept	Dec	1	2/6	4/6	1/6	4/6	0/7	3/7	0/10	7/10	2	4/6	5/6	2/6	5/6	2/7	5/7	2/10	5/10	3	3/6	4/6	2/6	5/6	1/7	4/7	1/10	7/10	4	3/6	5/6	3/6	5/6	1/7	4/7	1/10	4/10	5	1/6	4/6	1/6	5/6	0/7	2/7	0/10	absent
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Objective 8	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?																						
Years: To increase % of pupils getting ARE and GD in reading, writing, maths by the end of KS1 and end of KS2 Year 2 Year 6	Pupils to be targeted in small groups for 1 hour a week Additional 1 to 1 boosters after school with dedicated mentor for 45 minutes per week for year 6 pupils	Y2-£21.00 Y6-£35.00 x 2 £819 £2,730 £3549 per year £15.75 (teachers) £26.25 (slt) £614.25(teachers)x5 £1,023.75(slt)x2 £3,071.25 per year £2,047.50per year £5118.75 per year	10 7	Rebecca Winks Nicola Lynch Sarah Chesney Rebecca Winks Loren Turner Zoe Burnett Smith Nicola Lynch Laura Phillips Claire Kantecki	Yr 2 1/3 children will at working towards in combined 2/3 will be Progress will be evident PIVATS and on work so Yr 6 86% combined at related standard (6/7 children) 14% Gr D																						
Review Term 1	Children in Y2 have been receiving support in reading, writing and maths. The table shows their current results in these areas. <table border="1" data-bbox="295 1093 1899 1244"> <tbody> <tr> <td></td> <td>3</td> <td>2.2</td> <td>2.1</td> <td>1</td> </tr> <tr> <td>Reading</td> <td>2 66.7%</td> <td></td> <td>1 33.3%</td> <td></td> </tr> <tr> <td>Writing</td> <td>2 66.7%</td> <td>1 33.3%</td> <td></td> <td></td> </tr> <tr> <td>Maths</td> <td>3 100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> Yr 2-Common exception words recognition <table border="1" data-bbox="295 1353 1953 1391"> <tbody> <tr> <td>September-Year 1 words</td> <td>December</td> </tr> </tbody> </table>						3	2.2	2.1	1	Reading	2 66.7%		1 33.3%		Writing	2 66.7%	1 33.3%			Maths	3 100%				September-Year 1 words	December
	3	2.2	2.1	1																							
Reading	2 66.7%		1 33.3%																								
Writing	2 66.7%	1 33.3%																									
Maths	3 100%																										
September-Year 1 words	December																										

2	22
0	21
-Year 2 words	
9	46
0	8

On the reading Sats paper no children achieved a score.

Yr 2 maths results	
September scores (from y1 paper)	December (Sats)
75	No score
85	85
80	85

Results in Y6 are shown in the table below.

	3	2.2	2.1	1
Reading		2 28.6%	2 28.6%	3 42.9%
Writing		2 28.6%	3 42.9%	2 28.6%
Maths		2 28.6%	3 42.9%	2 28.6%

All pupils in year 6 are working within ARE and above in all 3 areas.

Progress from Y6 pupils attending Booklins

	Retrieval		Inference		Vocabulary		Language for effect	
	Sept	Dec	Sept	Dec	Sept	Dec	Sept	Dec
1	2/6	4/6	1/6	4/6	0/7	3/7	0/10	7/10
2	4/6	5/6	2/6	5/6	2/7	5/7	2/10	5/10
3	3/6	4/6	2/6	5/6	1/7	4/7	1/10	7/10
4	3/6	5/6	3/6	5/6	1/7	4/7	1/10	4/10
5	1/6	4/6	1/6	5/6	0/7	2/7	0/10	absent

Maths standardised scores from September/December

1	90	94
2	90	90
3	85	86
4	91	95
5	91	93
6	92	96
7	94	95

5/7 children have improved their arithmetic score, see table below.

1	16	11
2	25	27
3	7	10
4	23	20
5	19	20
6	16	21
7	20	26

In Y5 we have 10 PP children. Rag scores are shown in the table. 20% are currently working below age related, 40% are working within age related and 20% are at age related.

Children have been working on their grammar skills and spellings results below show progress

September score	Current scores	Spelling Scores
1-23	25	107 ARE
2-21	24	110 GD
3-25	24 (guided)	71 B ARE
4-17	20	93 B ARE
5-13	17	91 B ARE
6-19	23	115 GD
7-24	24	118 GD
8-15	19	107 ARE
9-13	20	71 B ARE
10- no score as wouldn't complete the assessment		0 B ARE

December writing rag scores are in the table. December data shows 5 are on track to get ARE, one is working and the other has dyslexia

Y6 scores

	Questions /50	Spellings /20	Standardised Scores
1	27	9	96 B ARE
2	23	14	97 B ARE
3	18	2	89 B ARE
4	29	17	101 ARE
5	31	14	100 ARE
6	34	20	105 ARE
7	32	18	103 ARE

Reading stamina scores-chn have 1 minute to read as many words as they can, they are to score 90+ words and less than 5 errors

	September	December
1	99	107
2	72	75
3	39	41
4	125	134
5	98	110
6	125	136
7	74	80

**Review
Term 2**

Review Term 3

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Objective 9 Years:	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?								
<p>To increase % of word recognition to improve reading speed, stamina and to increase % of pupils at ARE by end of year</p> <p>Year 1-6</p>	<p>1:1 Nesy for reading 15 mins per pupil x 3 per week</p> <p>1:1 reading sessions with adult to increase speed and fluency 15 mins per pupil per week in addition to small group comprehension</p>	<p>£2.72 per pupil £24.48 per week £954.72 per year</p> <p>£2.72 per pupil £70.72 per week £2,758.08 per year</p>	<p>9</p> <p>26</p>	<p>TA in class</p>	<p>Children increase the number of words they are reading in 5 minutes - (15-20 per week by upper KS2) termly.</p> <p>RAG rating of reading fluency will show a higher percentage of green over each term - using appropriate texts for the individual</p> <p>Currently 46% are at age-related standards to increase this to 69% (18 children)</p>								
<p>Review Term 1</p>	<p>Our current reading results from Y1 to Y6 (26 children) are shown in the table.</p> <table border="1" data-bbox="506 1121 2033 1193"> <tr> <td data-bbox="506 1121 887 1158">3</td> <td data-bbox="891 1121 1272 1158">2.2</td> <td data-bbox="1276 1121 1657 1158">2.1</td> <td data-bbox="1662 1121 2033 1158">1</td> </tr> <tr> <td data-bbox="506 1161 887 1193">6 23.1%</td> <td data-bbox="891 1161 1272 1193">8 30.8%</td> <td data-bbox="1276 1161 1657 1193">6 23.1%</td> <td data-bbox="1662 1161 2033 1193">6 23.1%</td> </tr> </table> <p>77% of children are working within ARE or above in reading.</p> <p>Interventions throughout the school are taking place to work on stamina, Nesy programme, pace, poetry, 3 mark questions.</p>					3	2.2	2.1	1	6 23.1%	8 30.8%	6 23.1%	6 23.1%
3	2.2	2.1	1										
6 23.1%	8 30.8%	6 23.1%	6 23.1%										

6 Y5 pupils have completed speed reading assessments and have all shown progress.

	Baseline	Current
1	89	106
2	96	118
3	73	104
4	81	95
5	66	82
6	83	98

All 6 of these children have moved up a band on the reading scheme.

Reading stamina scores-chn have 1 minute to read as many words as they can, they are to score 90+ words and have no more than 5 errors

September	December
1 99	107
2 72	75
3 39	41
4 125	134
5 98	110
6 125	136
7 74	80

Yr4 spelling list progress years $\frac{3}{4}$

2 pupils already working at ARE. 1 is working below but has made progress within the curriculum spelling list

September	December
67/108	75/108

Test scores for reading-December
80
101
99

Yr3 –Reading scores

Baseline/ September	December
PKF	87

From a baseline of Y2 SATS attaining PKF the year 3 PP child is now working at a standardised score of 87 on a Y3 test (NFER)

Year 2-

Yr 2-Common exception words recognition

September-Year 1 words	December
2	22
0	21
-Year 2 words	
9	46
0	8

On the reading Sats paper no children achieved a score.

Yr 1- December Pira scores for the pupils were 119 (above ARE) 95 (below ARE)

Yr 1 Phonics Screening results

September	December
27/40	39/40
2/40	14/40

Review Term 2

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Review Term 3					
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Objective 10	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?																		
Years: To provide support for vulnerable pupils to help raise achievement and develop positive learning attitudes Year 1-6	1:1 or small group nurture groups will provide support for children with emotional, social and behaviour issues which are impacting on their progress	£10.88 per hour £65.28 per week £2,545.92 per year	14	K Green J Crank	14/14-pupils attending nurture will show progress on their individual PIVATS profiles																		
Review Term 1	This term 5 PP children have attended nurture group. Children attended for reasons such as social problems, help to deal with anger and making friendships. Pivat scores show the progress the children have made from September to December. <table border="1" data-bbox="510 938 2029 1232"> <thead> <tr> <th></th> <th>Sept</th> <th>Dec</th> </tr> </thead> <tbody> <tr> <td>1 Emotional aspects</td> <td>DE2e</td> <td></td> </tr> <tr> <td>2 Emotional aspects</td> <td>DE1e</td> <td></td> </tr> <tr> <td>3 Social awareness</td> <td>P6e</td> <td></td> </tr> <tr> <td>4 Independence</td> <td>P4b</td> <td>P6e</td> </tr> <tr> <td>5 Emotional aspects Social awareness and relationships</td> <td>P7a DE2e</td> <td></td> </tr> </tbody> </table>						Sept	Dec	1 Emotional aspects	DE2e		2 Emotional aspects	DE1e		3 Social awareness	P6e		4 Independence	P4b	P6e	5 Emotional aspects Social awareness and relationships	P7a DE2e	
	Sept	Dec																					
1 Emotional aspects	DE2e																						
2 Emotional aspects	DE1e																						
3 Social awareness	P6e																						
4 Independence	P4b	P6e																					
5 Emotional aspects Social awareness and relationships	P7a DE2e																						

Review Term 2					
Review Term 3					

Objective 11	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years:					
Ensure that pupils have wider opportunities to broaden experiences	Pupils will have access to free after school clubs and trips to help support understanding of the wider curriculum and will impact on standards	£500	28	C Orridge K Green	No pupil premium child will miss out on curriculum enrichment for financial reasons
FS-Year6					
Review Term 1	<p>This term 5 trips have been paid for PP children.</p> <p>Y2- Emergency Services Museum 11th September-2 pupils were paid for at £10.60 each</p> <p>Y5- Space Centre 20th November-3 pupils were paid for at £20.50 each</p> <p>All children enjoyed the trips and were able to complete the follow up work.</p>				
Review Term 2					

Review Term 3					
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Objective 12	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?								
Years:													
Ensure pupils are ready to learn daily	To subsidise breakfast club and have a targeted approach to ensure PP have access and is now available	£42 per day for B club £10.88 per day staff £210 per week £54.40 per week £8,190 per year £2,121.60 per year	28	C Orridge O Hanson J Crank	All PP children will have free access to Breakfast Club daily so that they start the day with a good meal, ready to learn.								
Review Term 1	<p>School have subsidised breakfast club for 2 children each month since the start of the school year. These children attend breakfast club daily and are ready to start learning at 8:45am.</p> <table border="1"> <tr> <td>Sept</td> <td>Oct</td> <td>Nov</td> <td>Dec</td> </tr> <tr> <td>2</td> <td>2</td> <td>2</td> <td>2</td> </tr> </table> <p>4 other PP children have attended breakfast club regularly however parents have chosen to pay.</p>					Sept	Oct	Nov	Dec	2	2	2	2
Sept	Oct	Nov	Dec										
2	2	2	2										
Review Term 2													

Review Term 3					
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Objective 13	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years: To ensure pupils have a calm and settled lunchtime and are ready to learn in an afternoon FS2-Year6	The Zone- specific activities to keep pupils occupied and develop friendships and deal with any problems that have arisen-every dinner time	£5.44 per half hour (ta) £10.50 per hour £27.20 per week £52.50 per week £ 1,060.80 per year £2047.50 per year £3108.30 per year in total	27	J Crank K Green L Turner C Kantecki S Chesney L Phillips	Playground monitoring will see a reduction in the number of incidents where children have a C5
Review Term 1	The zone proved to be very successful last year. We have seen a big decrease in PP children attending the zone as they have been on red. This term only 2 PP have attended the zone. 1 was a one off occasion and 1 due to consistent behaviour issues. This half term as a preventative measure 1 PP has been attending the zone daily. The aim as well as being a preventative measure is to improve his social and emotional skills and improve friendships.				

Review Term 2					
Review Term 3					

Objective 14	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?			
Years: To provide support for vulnerable pupils to help raise achievement through PE Year1-6	Provide extra PE sessions every Thursday for those that would benefit from team building and social skills. Sensory circuit, sensory time, health and well-being to be offered across 2 mornings	£11.74 per hour £23.48 per week £915.72 per year	10	K Green J Crank J Nicholls	Pupils attending nurture will show progress on their individual PIVATS profiles			
Review Term 1	Mr Nicholls work with 11 children for extra PE sessions working on a range of skills including, team building skills, social skills, sensory circuits, and health and well-being sessions. 3 of these pupils are PP pupils. Mr Nicholls commented on how the children were doing in the sessions. <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td>1-His physical abilities are great and he puts lots of effort in. He is over sensitive to other children's behaviour towards him, this can cause him over stress himself which comes out as anger.</td> </tr> <tr> <td>2-She is over sensitive to other children around her, she misinterprets social cues from others which leads her to getting annoyed. She is athletic and very capable in all activities. It may take hr time to process instructions but once clear she is fine.</td> </tr> <tr> <td>3-He has improved his abilities. He now processes information quickly and grasps games much quicker than before. He works well in a team and communicates easily with others.</td> </tr> </table>					1-His physical abilities are great and he puts lots of effort in. He is over sensitive to other children's behaviour towards him, this can cause him over stress himself which comes out as anger.	2-She is over sensitive to other children around her, she misinterprets social cues from others which leads her to getting annoyed. She is athletic and very capable in all activities. It may take hr time to process instructions but once clear she is fine.	3-He has improved his abilities. He now processes information quickly and grasps games much quicker than before. He works well in a team and communicates easily with others.
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Review Term 2					
Review Term 3					

Objective 15	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Years: To improve attendance and reduce the persistent absence of disadvantaged pupils FS-Year 6	Attendance officer support employed, weekly, termly and annual rewards for individuals, classes and groups of pupils.	£500	28	Helen Acton Sarah Chesney Kelly Green Olivia Hanson Sue Middlebrook	There will be a termly improving trend of attendance for PP children from the 2018 starting point of 62.5% achieving 96%+
Review Term 1	Autumn term attendance results are as follows;				
	100%		95-99.9%	90-94.9%	85-89.9%
	7 26%		8 30%	6 22.2%	6 22.2%
	56% of PP have achieved 96+ in Autumn term.				

Review Term 2					
Review Term 3					