

## Reception Pupil Premium

### Reception Pupil Premium spend Autumn 2014

	SEND		Thrive extensive ****		Focused writing support		Booster literacy limited **		Focused reading support (phonics)		Extra literacy		Booster maths limited **		Focused maths support		Extra maths		Forest School moderate **		1:1 reading extensive ****	
SA	SA+	St.																				
			13		1		4		1		1		4		1		1		6		1	
			£21.22		£10.30		£27.29		£10.30		£29.35		£27.29		£10.30		£25.19		£50.38		£8.81	
			£1.63		£2.57		£6.82		£2.50		£29.35		£6.82		£5.15		£25.19		£8.40		£8.81	
			16	£26.08					70	£175.00									6	£50.40		
			4	£6.52					70	£175.00									6	£50.40		
					60	£154.00	15	£102.03											6	£50.40		
					45	£115.65	15	£102.03											6	£50.40		
							15	£102.03	70	£175.00									6	£50.40		
							15	£102.03	70	£175.00									6	£50.40		

- Additional funding has been provided for 1 child to allow 1:1 support on a daily basis to support SEBD
- Funding for a child in care has just been received to support additional Thrive help that is greatly needed at this time

Reception	
<ul style="list-style-type: none"> <li>11%(5) of the reception cohort are PP (with an additional 1 child pending funding who is an adopted child). <ul style="list-style-type: none"> <li>20%(1) girls 80% (4)Boys (+1 boy)</li> </ul> </li> <li>17% (1)summer born (+1 boy/summer born +SEN) <ul style="list-style-type: none"> <li>2 children are adopted (1 pending funding) <ul style="list-style-type: none"> <li>1 child has full statement of need</li> </ul> </li> <li>1 has additional needs, supported by 1-2-1 <ul style="list-style-type: none"> <li>1 has SEN in mainstream environment <ul style="list-style-type: none"> <li>50% have identified SEN</li> </ul> </li> </ul> </li> </ul> </li></ul>	<ul style="list-style-type: none"> <li>3 children started school in September – new to our school</li> <li>4 of the 6 children in total are base lined on entry as working at 22-36 months, significantly below age related levels <ul style="list-style-type: none"> <li>2 children are adopted with significant emotional needs</li> </ul> </li> </ul>
<p><b>What happens to support these children?</b></p> <ul style="list-style-type: none"> <li>40%(2) of these children receive daily full time adult intervention, focussing on essential skills, such as toileting, dressing, self care, safety and classroom skills. <ul style="list-style-type: none"> <li>40% (2) of these children receive Thrive support, 1 of which is daily to support his emotional needs</li> </ul> </li> <li>66% (4) take part in weekly funfit sessions which is developing their coordination, fine and gross motor skills and hand eye coordination.</li> <li>66% of these children receive specific daily support/intervention in class, focussing on their personal targets, or if SEN, on their IEP targets. <ul style="list-style-type: none"> <li>32% (2) receive individual name writing and phonic support daily at their level and are making good progress.</li> </ul> </li> </ul>	
<p><b>Where this has worked well:</b></p> <p>Child A was new to school in September. Started school unable to recognise or write name and with no knowledge of letters and sounds. Attitude to learning was reasonable and made friends well. There were moments of emotional outburst, and any incidences of poor behaviour were deemed age-appropriate and due to changes in circumstance this increased with the birth of a sibling We proactively used pupil premium plus funding to set up FunFit groups every week for Child A is now making the most progress physically within this group. Child A also forms part of a Thrive Baby group every week, the combination of which has moved this child back into more co-operation and learning is picking up again quickly with improved concentration. Good progress has been made in his phonics and now recognises sounds and is making reasonable attempts at name writing.</p>	
<p><b>What next:</b></p> <ul style="list-style-type: none"> <li>Monitor impact of Thrive support on achievement in class at the level of the child <ul style="list-style-type: none"> <li>Development of small groups for pre-writing and reading skills <ul style="list-style-type: none"> <li>Daily reading for all on 1-2-1 basis</li> </ul> </li> </ul> </li> </ul>	

Year 1 and 2 Pupil Premium	
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**Year 1 and 2 Pupil Premium spend Autumn 2014**

		SEND		1:1 Reading (5months)		Guided Reading (4months)		Literacy Support (5months)		Maths Support (5months)		T.A Literacy support (4months)		T.A Maths Support		Speech and Language (5months)		Tricky Word Practise(4mon ths)		Phonics(4m onths)		Cooking(4m onths)		Homework club (1month)		T.A After school clubs		After school clubs		Funfit		Thrive		Tarka Tennis (2months)	
Year	SA	SA+	St.																																
				1		2 to 4		4		4		4		4		1		1		20		4		4		10		10		10		10		10	
				£10.12		£10.12		£30.93		£30.93		£10.12		£10.12		£10.12		£10.12		£30.93		£10.12		£30.93		£10.12		£30.93		£10.12		£20.24		£30.36	
				£1.68		£0.84		£3.86		£3.86		£1.26		£1.26		£2.53		£1.68		£1.54		£1.26		£7.73		£1.01		£3.09		£0.25		£2.02		£3.03	
KS				16	£26.88	16	£26.88	16	£61.76	16	£61.76	16	£20.16	16	£20.16			8	£8.44	16	£24.64														
KS				16	£26.88	16	£26.88	16	£61.76	16	£61.76	16	£20.16	16	£20.16	16	£40.48	16	£26.88	16	£24.64							10	£30.90						
KS				16	£26.88	16	£26.88	16	£61.76	16	£61.76	16	£20.16	16	£20.16					16	£24.64														
KS				16	£26.88	16	£26.88	16	£61.76	16	£61.76	16	£20.16	16	£20.16					16	£24.64														
SH				16	£26.88	16	£26.88	16	£61.76	16	£61.76	16	£20.16	16	£20.16	4	£10.12					4	£3.17							35	£8.25				
SH						16	£13.44														4	£3.17													
KS				16	£26.88			16	£61.76	16	£61.76	16	£20.16	16	£20.16			8	£8.44	16	£24.64											6	£18.18		
KS				16	£26.88	16	£26.88	16	£61.76	16	£61.76	16	£20.16	16	£20.16					16	£24.64								35	£8.25					
DB																																			
GQ						16	£13.44						48	£60.48																					
GQ						16	£13.44					48	£60.48																						
GQ						16	£13.44																												
GQ						16	£13.44																								6	£18.18			
SH						16	£13.44															4	£3.17												
SH						16	£13.44																												
KS				16	£13.44	16	£26.88	16	£61.76	16	£61.76	16	£20.16	16	£20.16														35	£8.25					
KS				16	£13.44	16	£26.88	16	£61.76	16	£61.76	16	£20.16	16	£20.16																6	£18.18			
KS				16	£13.44	16	£26.88	16	£61.76	16	£61.76	16	£20.16	16	£20.16																6	£18.18			
KS				16	£13.44	16	£26.88	16	£61.76	16	£61.76	16	£20.16	16	£20.16																6	£18.18			
KS				16	£13.44	16	£26.88	16	£61.76	16	£61.76	16	£20.16	16	£20.16																6	£18.18			
						16	£13.44															4	£3.17							6	£18.18				

Year 1	
<ul style="list-style-type: none"> <li>• 22%(9) of the yr1 cohort are PP</li> <li>• 56%(5) girls 44% (4)Boys</li> <li>• 56% (5)summer born</li> <li>• 1 child is in the S&amp;L centre full time</li> <li>• 22% (2)Reached a good level of development in reception</li> </ul>	<ul style="list-style-type: none"> <li>• 1 child joined the school at the start of year 1.</li> <li>• 1 child is undergoing hearing tests involving regular visits to the hospital.</li> <li>• 1 child was very ill as a baby and we are aware that he may have not gone through the 'typical' stages of child development</li> </ul>
<p style="text-align: center;"><b>What happens to support these children?</b></p> <ul style="list-style-type: none"> <li>• 33%(3) require speech and language support and this was highlighted from the speech link assessment carried out earlier in the year.</li> <li>• 56% (5) take part in daily funfit sessions which is developing their coordination, fine and gross motor skills and hand eye coordination.</li> </ul> <p>1 child in particular has been able to access more writing opportunities and has become comfortable when writing due to his gross and fine motor skills marrying together.</p> <ul style="list-style-type: none"> <li>• All children benefit from having 1:1 reading sessions and this is in place to happen at least twice a week.</li> <li>• Tricky words are checked throughout the week and children are motivated to work towards their certificate after a new set of words are learnt.             <ul style="list-style-type: none"> <li>• Children are supported in small teaching groups. Groups no larger than 6.</li> <li>• 2 children enjoy regular small group cooking activities.</li> </ul> </li> </ul>	
<p style="text-align: center;"><b>Where this has worked well:</b></p> <p>Child B is a summer born child and although did well to settle into EYFS did not achieve a good level of development at the end of the year. Poor speech and unsettled home life with periods of no support from home, made previous progress slow. This year the teacher has worked hard to make Child B feel a special member of the class celebrating even the smallest of successes and developing interests in school providing additional opportunities when possible to encourage positive social interaction. Daily key word support and additional support in class each day received for literacy and numeracy. Additional speech and language support in school has improved speech considerably. As a result of all of this good progress is being made this year.</p>	
<p style="text-align: center;"><b>What next:</b></p> <ul style="list-style-type: none"> <li>• 1:1 Consultation with each child to unpick positives/school challenges/issues             <ul style="list-style-type: none"> <li>• Highlight specific interests/strengths</li> <li>• Opportunities to practise skills that are not supported at home</li> </ul> </li> </ul>	

Year 2	
<ul style="list-style-type: none"> <li>• 23%(11) Of the cohort are PP</li> <li>• 18% (2)Girls 82%(8) boys</li> <li>• 50% are PP and SEN (4 boys and 1 girl)</li> <li>• 18%(2) are from service families               <ul style="list-style-type: none"> <li>• 45%(5) summer born</li> </ul> </li> <li>• 45% reached a good level of development in reception.</li> </ul>	<ul style="list-style-type: none"> <li>• Year 2 is boy heavy with some SEBD</li> <li>• 45% (5) children assessed as having a Thrive concern</li> <li>• Consistent behaviour strategies needed to support children with SEBD needs or concerns</li> </ul>
<p><b>What happens to support these children:</b></p> <ul style="list-style-type: none"> <li>• 1 child receives 15 minutes daily S&amp;L support</li> <li>• 6 children benefit from regular Thrive sessions in small groups as identified through the Thrive screening process.</li> <li>• 4 children have daily 1:1 reading sessions and key words checked and achievements rewarded using certificates.               <ul style="list-style-type: none"> <li>• 2 children take part in regular cooking sessions in a small group.</li> </ul> </li> <li>• Beginning and ends of the day are important times and contact with parents essential on a daily basis</li> </ul>	
<p><b>Where this has worked well:</b></p> <p>Child C can present with a very negative attitude towards themselves, school and others who want to help. Being at home is a preferable option and sees school as something that interferes with this. The teacher has had to work very hard to establish a positive and trusting relationship to promote engagement. This has been through mornings and ends of days being a priority and talking to parents every day and also through bringing home life to school celebrating successes in his extracurricular activities. Getting parents on board to help at home has been a challenge but finally reading books and homework books are being taken home and sent back. Additional support is given in school every day reading to an adult and going through key words. Progress in reading is improving. Child C is beginning to engage more and does enjoy school rewarding good progress and achievement through extra class cooking sessions which is a real treat!</p>	
<p><b>What next:</b></p> <ul style="list-style-type: none"> <li>• 1:1 Consultation with each child to unpick positives/school challenges/issues               <ul style="list-style-type: none"> <li>• Highlight specific interests/strengths</li> </ul> </li> <li>• Opportunities to practise skills that are not supported at home</li> </ul>	

## Year 3 and 4 Pupil Premium

### Year 3 and 4 Pupil Premium spend Autumn 2014

		SEND		1:1 Reading (5mts)		Guided Reading (4mths)		Writing Confrencing (5mths)		Focus maths support (4 mths)		Focus Literacy Support (4mths)		Tricky word practice/Trug gs (4mths)		Phonics (4mths)		Maths group (4mths)		Forest School (3mths)		Homework (1mths)		Afterschool club (1mths)		Thrive (4mths)		Bath Trip (3mths)		Cross Country (3mths)		School Sports Festival (3mths)		Torrington Cross Country (3mths)		Athletics festival (3mths)		Grandparen ts Group (4 mths)			
Year	SA	SA+	St.	1		4		4		4		4		1		4		4		10		4		10		10		1		1		1		1		4					
				£10.12		£10.12		£10.12		£10.12		£10.12		£10.12		£30.93		£10.12		£20.24		£30.93		£30.93		£20.24		£7.50		£3.67		£1.24		£9.22		£2.45		£40.48			
				£1.68		£0.84		£0.84		£1.27		£1.27		£1.68		£2.58		£0.42		£2.02		£7.73		£3.09		£2.02		£7.50		£3.67		£1.24		£9.22		£2.45		£10.12			
HB				16	£26.88			16	£13.44			16	£12.59								8	£61.84					1	£7.50	1	£3.67											
HB																										1	£7.50	1	£3.67												
HB																										1	£7.50	1	£3.67												
HB				16	£26.88																					1	£7.50	1	£3.67												
HB				16	£26.88							16	£12.59	48	£80.64											1	£7.50														
HB				24	£40.32			8	£6.72			8	£10.16					8	£3.36																						
JL				16	£26.88							16	£12.59	48	£80.64			16	£6.72							1	£7.50	1	£3.67												
JL				16	£26.88							16	£12.59					16	£6.72		6	£46.38				1	£7.50														
VA/JG				16	£26.88	16	£13.44	80	£67.20	32	£40.64	32	£40.64	16	£26.88											1	£7.50	1	£3.67												
VA/JG				16	£26.88	16	£13.44	80	£67.20	32	£40.64	32	£40.64	16	£26.88				48	£20.16						1	£7.50														
VA/JG				16	£26.88	16	£13.44	80	£67.20	32	£40.64	32	£40.64	16	£26.88				48	£20.16						1	£15.00	1	£3.67												
VA/JG				16	£26.88	16	£13.44	16	£13.44	32	£40.64	32	£40.64	16	£26.88											1	£7.50														
VA/JG						16	£13.44	16	£13.44	32	£40.64	32	£40.64												1	£7.50															
VA/JG						16	£13.44	16	£13.44	32	£40.64	32	£40.64			80	£206.40								1	£7.50	1	£3.67													
VA/JG						16	£13.44	16	£13.44	32	£40.64	32	£40.64	48	£80.64					6	£46.38				1	£7.50	1	£3.67													
HB																										1	£10.50														
HB																									1	£7.50	1	£3.67													
HB																									1	£7.50															
HB																									1	£7.50	1	£3.67								1	£2.45				
JL				16	£26.88							16	£12.59	48	£80.64			16	£6.72		3	£23.19			1	£7.50			1	£1.24											
JL				16	£26.88			16	£13.44			16	£12.59	48	£80.64			16	£6.72						1	£7.50	1	£3.67	1	£1.24											
JL				16	£26.88							16	£12.59					16	£6.72						1	£7.50	1	£3.67													
JL				16	£26.88							16	£12.59					16	£6.72						1	£7.50	1	£3.67							1	£9.22	1	£2.45			
VA/JG				16	£26.88	16	£13.44	16	£13.44	32	£40.64	32	£40.64												1	£7.50			1	£1.24											
VA/JG				16	£26.88	16	£13.44	80	£67.20	32	£40.64	32	£40.64							2	£15.46				1	£15.00		1	£1.24												
VA/JG				16	£26.88	16	£13.44	80	£67.20	32	£40.64	32	£40.64	16	£26.88										1	£7.50			1	£1.24											
HB				16	£26.88			16	£13.44			16	£19.84	48	£80.64			48	£20.16						1	£7.50												6	£60.72		

Year 3	
<ul style="list-style-type: none"> <li>• 36% (14) of the cohort are Pupil Premium <ul style="list-style-type: none"> <li>• 50% (7) girls 50% (7) boys</li> </ul> </li> <li>• 43% are Pupil Premium and SEN (3 girls and 3 boys) <ul style="list-style-type: none"> <li>• 7% (1) child in care</li> <li>• 50% (7) summer born</li> </ul> </li> <li>• 2 children joined since reception.</li> </ul>	<ul style="list-style-type: none"> <li>• 36% (5) children had very low EYFS scores at the end of reception <ul style="list-style-type: none"> <li>• 36% (5) children are assessed as needing Thrive/SEBD support</li> <li>• 36% (5 girls) children have very low self-esteem and confidence <ul style="list-style-type: none"> <li>• 29% (4) have had low attendance</li> </ul> </li> </ul> </li> <li>• 50% (7) were assessed at being below national average at the end of Key Stage 1</li> </ul>
<p style="text-align: center;"><b>Effective Interventions:</b></p> <ul style="list-style-type: none"> <li>• 1:1 Reading support three times a week minimum</li> <li>• Writing conferencing sessions with a teaching assistant each week <ul style="list-style-type: none"> <li>• Focussed literacy and maths support within the lesson</li> </ul> </li> <li>• Additional phonic support in small groups using Trugs or similar <ul style="list-style-type: none"> <li>• Additional maths support groups each week</li> </ul> </li> </ul>	
<p style="text-align: center;"><b>Other Effective Strategies:</b></p> <ul style="list-style-type: none"> <li>• Family Thrive groups where children work alongside parents spending quality time together</li> <li>• Homework club giving children the time and support to do their homework that would not have been done <ul style="list-style-type: none"> <li>• Fun Fit sessions with Teaching Assistants to improve gross motor skills and special awareness</li> <li>• Forest school / PE kits / music lessons access to experiences they would not normally get</li> </ul> </li> </ul>	
<p style="text-align: center;"><b>Where this has worked well:</b></p> <p>Child D was a previous non-engager and a very angry child often refusing to participate. Attainment and progress were very low. With the support of an adult daily handwriting practice has boosted confidence and seeing improvement enables the child to feel success. 1:1 reading with an adult, daily phonics support and TA time in class is a priority. If work is completed in the time given rewards such as ipad time or construction toys are used to keep on task and succeeding. There are opportunities in the week to enjoy aspects of school such as forest school, cooking, pit stop club and Thrive time. This has resulted in a happier child at school with a willingness to engage and progress has improved this year considerably.</p>	
<p style="text-align: center;"><b>What Next?</b></p> <ul style="list-style-type: none"> <li>• Continue to conference a group of children each term and make changes according to need.</li> <li>• Make Pupil premium children a priority for interventions and clubs and trips out of school. <ul style="list-style-type: none"> <li>• Monitor progress carefully against spend to ensure values for money</li> </ul> </li> </ul>	

Year 4	
<ul style="list-style-type: none"> <li>• 31% (12) of the cohort are Pupil Premium <ul style="list-style-type: none"> <li>• 50% (6) girls 50% (6) boys</li> </ul> </li> <li>• 50% are Pupil Premium and SEN (3 girls and 3 boys) <ul style="list-style-type: none"> <li>• 42% (5) summer born</li> </ul> </li> <li>• 3 children joined since reception.</li> </ul>	<ul style="list-style-type: none"> <li>• 41% (5) children had very low EYFS scores at the end of reception <ul style="list-style-type: none"> <li>• 33% (4) children are assessed as needing Thrive/SEBD support <ul style="list-style-type: none"> <li>• 17% (2) have had low attendance</li> </ul> </li> </ul> </li> </ul> <p>50% (6) were assessed as being below national average at the end of Key Stage 1</p>
<p><b>Effective Interventions:</b></p> <ul style="list-style-type: none"> <li>• 1:1 Reading support three times a week minimum</li> <li>• Writing conferencing sessions with a teaching assistant each week <ul style="list-style-type: none"> <li>• Focussed literacy and maths support within the lesson</li> </ul> </li> <li>• Additional phonic support in small groups using Trugs or similar <ul style="list-style-type: none"> <li>• Additional maths support groups each week</li> </ul> </li> </ul>	
<p><b>Other Effective Strategies:</b></p> <ul style="list-style-type: none"> <li>• Family Thrive groups where children work alongside parents spending quality time together</li> <li>• Homework club giving children the time and support to do their homework that would not have been done</li> <li>• Fun Fit sessions with Teaching Assistants to improve gross motor skills and special awareness</li> <li>• Forest school / PE kits / music lessons access to experiences they would not normally get</li> </ul>	
<p><b>Where this has worked well:</b></p> <p>Child E is a pupil premium child with SEN concerns on school action. Previous progress had been slow. Additional support is received daily to support IEP targets. Reading time, sentence work happen daily and Trugs is done three times a week. A weekly maths session with the class teacher supports basic maths skills. In addition to this in class a teaching assistant supports literacy lessons in groups and additional teacher dedicated time is provided to ensure targets are being met. This rigorous support programme has ensured targets have been met and progress has been very good so far with attainment steadily rising.</p>	
<p><b>What Next?</b></p> <ul style="list-style-type: none"> <li>• Continue to conference a group of children each term and make changes according to need.</li> <li>• Make Pupil premium children a priority for interventions and clubs and trips out of school. <ul style="list-style-type: none"> <li>• Monitor progress carefully against spend to ensure values for money</li> </ul> </li> </ul>	



## Year 5 and 6 Pupil Premium spend Autumn 2014

KEY STAGE 2				SEND		1 to 1 reading	Fun Fit	Maths group with HB	Maths focus group with LY.	SPLD group	Level 6 maths HB	Level 6 literacy	THRIVE lunchtime group.	Homework Club	THRIVE Meet and Greet	Thrive or granparents group	PP Maths group	Literacy in class support	School visits	Residential	Music/PE enrich	Total Cost Per Child	Child Cost Per Year	
Name	Year	SA	SA+	St.																				
Average Group Size					1	1 to 4	1 to 4	1 to 4	1 to 4	1 to 4	1 to 4	1 to 4	1 to 6	1 to 4	1	1 to 6	1 to 4	1 to 4	1	1	1 to 10			
Cost Per Session to School					£2.53	£2.53	£15.47	£10.12	£10.12	£15.47	£15.47	£10.12	£15.47	£2.53	£15.47	£10.12	£10.12	£10.12	50% off	50% off	£15.47			
Cost Per Session to Child					£2.53	£0.63	£3.87	£2.53	£2.53	£3.87	£3.87	£1.69	£3.88	£2.53	£3.88	£2.53	£2.53	£2.53			£1.55			
No. Sessions/Total Cost																								
	5																			£155		£155.00		
	5																							
	5																			£155	£15	£170.00		
	5	Y			####												£10.12			#####	£15	£347.32		
	5																		£74.40	£155		£244.40		
	5	Y			£101								£3.88				£10.12	£50.60		£155		£320.05		
	5																	£30.36				£30.36		
	5		YEAL		####					#####				£31.04			£10.12					£2.33	£245.89	
	5															£31.04			£66	£155	£15	£267.04		
	5	Y			####													£50.60	£66			£243.10		
	6							£46.44	£75.90											£7.90		£15	£145.24	
	6			Y	####			£7.74												£155			£225.00	
	6							£46.44		#####									£7.90				£130.24	
	6							£7.74	£75.90											£155	£15	£253.64		
	6	Y						£7.74	£75.90	#####							£38.80			£66	£155		£365.87	
	6	Y						£46.44	£75.90								£38.80		£50.60				£211.74	
	6	Y						£46.44	£75.90	#####					£75.90								£236.19	
	6	GT						£46.44			£3.87	£38.70									#####	£2.33	£246.34	
	6	Y						£30.96	£50.60					£31.04					£7.90			£15	£135.50	
	6	Y						£46.44	£50.60				£3.88					£50.60		£155			£306.52	
	6	Y						£46.44	£60.72										£66	£155	£15	£350.90		
	6							£46.44			£3.87	£38.70								£155	£15		£266.75	
	6							£46.44	£75.90								£62.08		£66	£155	£15		£428.16	
	6	Y GT						£46.44				£38.70								£155	£17.33		£257.47	

Year 5	
<ul style="list-style-type: none"> <li>• 10 PP children.</li> <li>• 80% are girls and 20% are boys.</li> <li>• 40% of the group have learning needs and are SEN as well a pupil premium which is 4 children and one child in this group is EAL</li> </ul>	
<p><b>Effective interventions to support social mobility and life experiences which have been taken up by 57% of the group.</b></p> <ul style="list-style-type: none"> <li>• 10 pieces music project for 3 children.</li> <li>• Educational visits at 50% discount.</li> <li>• PE enrichment.</li> </ul>	
<p><b>Effective interventions to support social and emotional wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Thrive meet and greet for a child who had attendance issues and a child who did not want to come into the classroom.</li> <li>• Grandparents and family link groups for 1 child.</li> <li>• Lunchtime Thrive group for 1 child.</li> </ul>	
<p><b>Effective interventions which have supported pupil progress which will continue:</b></p> <ul style="list-style-type: none"> <li>• Specific literacy difficulties group for 1 child. <ul style="list-style-type: none"> <li>• 1 to 1 reading 4 children.</li> </ul> </li> <li>• Guided reading comprehension groups.</li> <li>• Athletics homework programme.</li> <li>• Homework club for 4 children as of start of Spring term.</li> <li>• Focused literacy support 3 times a week in class.</li> <li>• Additional weekly maths lesson with maths TA for 3 children.</li> </ul>	
<p><b>Where this has worked well:</b></p> <p>Child F can be very challenging and has clear SEBD concerns. Very little emotional support is given from home although parents are supportive in other areas. It was important to settle quickly into the class and the teacher used a variety of Thrive strategies to build a good relationship. Time is spent every morning welcoming this child into class and additional time is given at playtimes and lunchtimes to support friendships and emotional well-being. Extra support for reading is given although this is really dedicated teacher 1:1 time to make them feel valued. Opportunities to attend activities out of school reflect interests such as music. The teaching assistant in class supports literacy and numeracy groups. Progress has been steady this year but behaviour and attitude to learning has greatly improved.</p>	
<p><b>What Next?</b></p> <ul style="list-style-type: none"> <li>• Athletics club for those without IT access.</li> <li>• Numicon 1 to 1 maths programme for 4 children daily.</li> </ul>	

Year 6	
<ul style="list-style-type: none"> <li>• 14 PP children.</li> <li>• 43% are girls and 57% are boys.</li> <li>• 43% of the group have learning needs and are SEN as well a pupil premium. <ul style="list-style-type: none"> <li>• 2 children in the group are gifted and talented academically.</li> </ul> </li> </ul>	
<p><b>Effective interventions to support social mobility and life experiences which have been taken up by 57% of the group.</b></p> <ul style="list-style-type: none"> <li>• 10 pieces music project for 7 children.</li> <li>• Theatre visit to London at 50% discount for 4 children. <ul style="list-style-type: none"> <li>• Educational visits at 50% discount.</li> <li>• PE enrichment.</li> </ul> </li> </ul>	
<p><b>Effective interventions to support social and emotional wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Thrive meet and greet for a child who had attendance issues and a child who did not want to come into the classroom. <ul style="list-style-type: none"> <li>• Grandparents and family link groups for 3 children.</li> <li>• Lunchtime Thrive group.</li> </ul> </li> </ul>	
<p><b>Effective interventions which have supported pupil progress which will continue:</b></p> <ul style="list-style-type: none"> <li>• Specific literacy difficulties group for 3 children. <ul style="list-style-type: none"> <li>• 1 to 1 reading 1 child.</li> </ul> </li> <li>• Maths focus groups with Maths lead and Maths TA. <ul style="list-style-type: none"> <li>• Guided reading comprehension groups.</li> <li>• Mathematics homework programme.</li> <li>• Homework club for 2 children.</li> </ul> </li> <li>• Focused maths support 3 times a week with Maths TA.</li> </ul>	
<p><b>Where this has worked well:</b></p> <p>Child G has extremely low self-esteem and confidence in ability. Very little support at home or praise or recognition and parents are very hard on achievement and behaviour. This child is on the SEN register and struggles in all areas of the curriculum. Considerable support towards IEP targets has been given both in and out of class. Small group maths and literacy support is given as well as the reading. The main support offered is homework club and mathematics club enabling homework tasks to be completed to a good standard each week which would not happen at home. The additional time on mathematics is supporting maths ability and confidence. In class steady progress is being made and this child feels more confident to have a go at tasks given.</p>	
<p><b>What Next?</b></p> <ul style="list-style-type: none"> <li>• Mathematics club for those without IT access.</li> <li>• Year 6 problem solving group weekly with LY.</li> </ul>	