

## Pupil Premium Grant

# Wexham Court Primary School

The Pupil Premium Grant, launched by the Government in 2011-12, is additional to main school funding (Dedicated Schools Grant (DSG)). This is allocated to schools as a means to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM') and for those who have been looked after for 1 day or more, adopted from care or has left care under a special guardianship order, a residence order or a child arrangement order. Historically it also included children of service personnel.

In making provision for socially disadvantaged children, we recognise that not all children who receive FSM will be socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered or qualify for FSM. The school therefore allocates the Pupil Premium Funding to support any child or group of children we have identified as being socially disadvantaged.



### Funding Received:

Financial Year	Eligibility basis	Pupils Eligible	Funding per pupil	Total Funding
2011-12	Pupil currently receiving a free meal	75	£430	£32,250
	Children Looked After for more than 6 months	0	£430	£0
	Children with parents in armed forces	0	£200	£0
	<b>Total</b>	<b>75</b>		<b>£32,450</b>
2012-13	'Ever 6' pupil	113	£623	£70,400
	Children Looked After	0	£623	£0
	Children with parents in armed forces	0	£250	£0
	<b>Total</b>	<b>113</b>		<b>£67,800</b>
2013-14	'Ever 6' pupil	107	£900	£96,300
	Children Looked After	0	£900	£0
	'Ever 3' service children	0	£300	£0
	<b>Total</b>	<b>107</b>		<b>£96,300</b>
2014-15	'Ever 6' pupil	116	£1,300	£150,800
	Looked after, adopted or leaving care	0	£1,900	£0
	'Ever 3' service children	0	£300	£0
	<b>Total</b>	<b>116</b>		<b>£150,800</b>
2015-16	'Ever 6' pupil	150	£1,320	£189,190
	Looked after, adopted or leaving care		£1,900	£0
	'Ever 3' service children		£300	£0
	<b>Total</b>	<b>121</b>		<b>£198,000</b>



## Outline of Pupil attainment priorities

In making provision for pupils to improve at the correct rate in terms of their educational development the school needs to identify and understand the priorities required to achieve the required outcomes.

The identification of priorities will be determined by;

1. Observing the children and gaining an understanding of their development needs and formulating a programme of interventions and actions to meet them.
2. Analysing attainment data (current and historic) including trends and progress at a school, local and national level so that the current benchmark can be identified.
3. Undertake a review of the previous plan to address these needs to ascertain their level of success and whether to continue, cease or change how they are delivered.
4. Assess the achievement of best value in the delivery of interventions and actions.
5. Researching improvements in improving attainment outcomes.



The identification of the appropriate priorities are;

1. **To use the Pupil Premium Grant to close the gap between socially disadvantaged children and their peers in Reading, Writing and Maths.**
2. **To accelerate the progress of under achieving 'Ever 6' pupils so that they reach their full potential, meeting at least the Age Related Expectation at the end of each academic year in reading, writing and maths.**
3. **To research and implement successful interventions for 'Ever 6' pupils, monitoring the impact of these provisions to ensure that they are successful in raising attainment and progress.**
4. **To provide 'Ever 6' pupils with a range of extra-curricular opportunities such as sport clubs and musical lessons to widen their hobbies and experiences.**

## Outline of Pupil Premium Usage and measurement of outcomes 2014/15

Use of Pupil Premium	Amount Allocated £	Year Group(s) involved	Nature of support provided	Intended Outcomes of support provided	How the activity will be monitored, frequency, position responsible	How success will be evidenced	Actual Impact of activity. Will activity continue? Are changes required to improve it? What are they?
<b>Regular Phonic &amp; Story Sack Workshops</b>	2,000	Reception KS1	Establishment of regular Phonic and Story Sack Workshop(s) to encourage parental involvement for children from disadvantaged families. The programme includes the purchase and use of a combination of books (as part of a loaning service) and providing learning support tools.	Establishment of workshops and providing relevant resources will enable parents to support their children with home learning, with a particular emphasis on reading. Parents will know how to best use the resources to support the development of reading skills. Pupils will benefit from a partnership approach to learning and have standardised support, which will raise confidence and the attainment.	<b>How:</b> Half termly phonic assessments and overall pass-mark for the PSC. <b>Frequency:</b> Story Sacks – 1/week Phonic Workshop – 1/term <b>Position(s):</b> SQ, Phase Leaders, Year 1 CTs	Record attainment levels in reading and pass mark in PSC	<b>Impact:</b> <b>Reception:</b> 66% of children have achieved ARE in Reading. <b>Year 1:</b> 89% of children have made the expected progress in Reading, 28% of which have made more than the expected level of progress. 83% of children passed the PSC. <b>Year 2:</b> 62% of children have made the expected progress in Reading; 25% of which have achieved above ARE. 93% (13/14) passed the PSC re-sit. The one child who did not pass the PSC, will continue to be supported in phonics next year. <b>Continue:</b> Yes <b>Year 1:</b> this intervention will continue to be provided to children who are under achieving in reading and phonics. <b>Changes:</b> <b>Year 2 and 3:</b> Children who have not achieved ARE will continue to be supported in reading and phonics next year; the Year 2 children who have not made the expected progress in phonics, will join Year 1 phonic lessons. Year 3 will also be advised to carry out small group phonics with the children who have not made expected rates of progress.

<b>Maths workshops</b>	800	KS1 KS2	Establishment of Maths workshop (s) to encourage parental involvement so as to support disadvantaged families. The programme includes the purchase of useful mathematical resources to help parents to support their child at home.	The workshops will educate parents on how mathematical concepts are taught and how resources can support their child's learning. Resources are free for PPG children.	<b>How:</b> Feedback from parents <b>Frequency:</b> 1/term <b>Position(s):</b> SJ	Record attainment levels across mathematics	<b>Impact:</b> Parents have stated that the maths workshops have developed their own subject knowledge in providing support for their children at home. <b>Continue:</b> Yes <b>Changes:</b> To discuss the possibility of introducing this in in EYFS.
<b>Encourage regular meetings between school staff and parents.</b>	8,500	Whole School	Additional resource provided to encourage regular meetings between school staff and parents. This is to encourage parents to discuss and formulate strategies with school staff to improve pupil achievement at school as well as in the home environment.	Regular meetings with parent will result in parents mastering the techniques used in the school to promote reading, writing and maths.	<b>How:</b> Attainment in reading, writing and maths, feedback from parents, pupil target sheets <b>Frequency:</b> A minimum of once a term, but half termly for low achievers. <b>Position(s):</b> Class teachers and SLT	Record attainment levels across reading, writing and maths	<b>Impact:</b> 77% of children achieved ARE or above in Reading, 68% achieving ARE or above in Writing and 81% achieved ARE or above in maths. <b>Continue:</b> Yes <b>Changes:</b> Discuss more effective ways in which to meet parents as an SLT.
<b>Phonics tuition</b>	1,000	KS1	Additional teaching resource to provide focussed Phonics tuition.	Pupils making accelerated progress through phonic groups and able to access reading in all subject areas. This will promote their enjoyment of subjects such as History and science which often require a lot of reading. Pupils will become better	<b>How:</b> Half termly phonic assessments. <b>Frequency:</b> 15 minutes/child every other day for 7 weeks. <b>Position(s):</b> SQ and TAs	Record attainment in PSC.	<b>Impact:</b> <b>Year 1:</b> 83% of children passed the PSC. <b>Year 2:</b> 93% (13/14) passed the PSC re-sit. The one child who did not pass the PSC, will continue to be supported in Phonics next year. <b>Continue:</b> Yes <b>Year 1:</b> this intervention will continue to be provided to children who are under achieving in reading and phonics. <b>Changes:</b> <b>Year 2 and 3:</b> Children who have not achieved ARE will continue to be

				readers and improve in their spelling.			supported in reading and phonics next year. Children who have not made the expected progress in phonics, will join Year 1 phonic lessons next year. Year 3 will also be advised to carry out small group phonics with the children who have not made expected rates of progress.
<b>Phonic Open Morning</b>	500	KS1	This was a 1 hour session directed at the parents of children who were underachieving in phonics.	For parents to learn the structure of a Phonics session and consequently be able to support their child at home, in order for them to 'catch up' and make good progress.	<b>How:</b> 1 hour session <b>Frequency:</b> 2/year <b>Position(s):</b> 6 CTs and 6 TAs	Record progress in reading and phonics	<b>Year 1:</b> 89% of children have made the expected progress in reading. From this 89%, 28% have made more than the expected level of progress in reading. 83% of children passed the PSC. <b>Year 2:</b> 75% of children have made the expected progress in reading; 67% of which have achieved above ARE. The parents commented that the phonic Open Morning was very useful in understanding how Year 1 and 2 use the phonics programme to teach the children how to read and felt that they were more prepared in helping their child at home. <b>Continue: Yes</b> <b>Changes:</b> Include EYFS.
<b>Providing memorable learning experiences</b>	425	Whole School	Deliver school curriculum by providing memorable learning experiences through school visits and creative participation (e.g. science week and Theatre Visit) with the cost being met from the Pupil Premium funding for those children from low income families.	Memorable experiences will give pupils an experience that they can learn about, write about and draw on to evoke their imagination and creativity. This will impact on their joy of reading and writing as well as making the curriculum more relevant and enjoyable to them. It will also make pupils more	<b>How:</b> Children's feedback, Science results <b>Frequency:</b> 1week/year <b>Position(s):</b> BK/MO	Record attainment in relevant subject area.	<b>Impact:</b> 77% achieved ARE or above in Science. <b>Continue:</b> Yes <b>Changes:</b> to research into memorable experiences in other subject areas such as music and history.

				culturally, socially and internationally aware.			
<b>English as an additional language</b>	8,489	Reception KS1 KS2	On-going support for pupils who have English as an additional language.	Memorable experiences will give pupils an experience that they can learn about, write about and draw on to evoke their imagination and creativity. This will impact on their joy of reading and writing as well as making the curriculum more relevant and enjoyable to them. It will also make pupils more culturally, socially and internationally aware.	<b>How:</b> Half termly writing assessments. <b>Frequency:</b> 2 times/week/ group <b>Position(s):</b> AS/ JS	Record attainment in writing.	<p><b>Impact: Reception:</b> 50% are on track in reading.</p> <p><b>Year 1:</b> 100% of children have made the expected progress in writing and 100% have achieved ARE.</p> <p><b>Year 2:</b> 100% of children have made the expected progress in writing; 67% have achieved ARE, 33% of which have exceeded ARE. All 33% of children who did achieve ARE, made 2 sub levels of progress.</p> <p><b>Year 3:</b> 100% of children have made the expected levels of progress in writing. 50% achieved ARE (3C), 50% achieved 2A.</p> <p><b>Year 4:</b> 80% of children have made the expected progress in writing. 20% have achieved ARE, 30% have not achieved ARE, but have made 2 sub levels of progress.</p> <p><b>Year 5:</b> 100% of children have made the expected progress in writing. 50% have achieved ARE, 50% have not achieved ARE, but have made 3 sub levels of progress.</p> <p><b>Year 6:</b> 87% of children have made the expected progress in in writing; 19% of which have achieved above ARE.</p> <p><b>Continue:</b> Yes</p> <p><b>Changes:</b> To continue to monitor the children who are on the EAL register to ensure that they continue to make the expected levels of progress in Writing and adjust the groups as necessary.</p> <p>Data regarding progress to be shared with all teaching staff, including RC, so that the appropriate provision can be made.</p>

<b>Breakfast club</b>	11,970	Year 1 Year 2 Year 3 Year 4 Year 5 Year 6	Provision of a school breakfast club to get pupils into school.	Breakfast club runs every morning with approximately 15 attending daily. Pupils will eat well and have time to adjust to the morning work ethic that is expected of them.	<b>How: Attendance and attainment will be monitored every half term</b> <b>Frequency:</b> <b>Position(s): JS/LD/KB</b>	Attendance levels of breakfast club and subsequent attendance levels at school compared to period without club and also cohort of pupils not attending clubs.	<b>Impact:</b> <b>Lower Primary:</b> 100% of children have made the expected levels of progress or more in reading and maths. 90% have made the expected or above in writing. 80% have achieved ARE; 30% are above ARE in reading. 80% are have achieved ARE in writing, of which 20% are above ARE. 100% have achieved ARE in maths; 50% are above ARE. 90% have achieved exceeded the 96% attendance marker. 90% have maintained the same rate of attendance or above. <b>Upper Primary:</b> 100% made the expected or above in reading, writing and maths. All children have achieved ARE or above. 67% have met or exceeded the 96% attendance marker; out of the 67%, 33% have 100% attendance and 33% have 99% attendance. <b>Continue:</b> Yes <b>Changes:</b> To send a letter to all parents to remind them of the purpose of Breakfast Club and to inform PPG parents that it is subsidised.
<b>After hours club</b>	13,100	Reception KS1 KS2	After hours club to provide social/emotional support and after-hours care. This includes Get Active.	Afterschool clubs will enable pupils that are disadvantaged to have experience of hobbies, skills and develop interests that will give them inspiration achieve and excel, thus experiencing the rewards of hard work and commitment. It will allow parents to work knowing that	<b>How:</b> Observations <b>Frequency:</b> 1.5 hours/ day <b>Position(s):</b> Get Active	Feedback from parents and children	<b>Impact:</b> Greater numbers of PPG children are joining the Get Active Club and parents have expressed how it has been a great service to them. <b>Continue:</b> Yes <b>Changes:</b> send another letter out to parents to assess if there is further interest for more children to join Get Active.

				children are being looked after.			
<b>Provision of funds to support clubs</b>	2,097	Reception KS1 KS2	Provision of funds to support clubs (football, tennis, music, reading, science, cricket, tag rugby, multi-sports, netball and cooking) so that all children can be included if they wish to be. These clubs are run by teachers.	After school clubs will enable pupils that are disadvantaged to have experience of hobbies, skills and develop interests that will give them inspiration achieve and excel, thus experiencing the rewards of hard work and commitment. It will allow parents to work knowing that children are being looked after.	<b>How:</b> Discussions with parents and children <b>Frequency:</b> Once a week <b>Position(s):</b> CT/TA	Increase and volume of the number of children participating	<b>Impact:</b> Observations have shown that children are improving in their sporting skills and that they have expressed great enjoyment in these clubs. <b>Continue:</b> Yes <b>Changes:</b> To encourage higher levels of involvement of PPG children who have not yet participated.
<b>School trips</b>	2,146	Whole School	Funding of school trips for children on the free school meals register.	Trips funding will enable all children to go on school trips that will enhance their learning, life experiences and social development.	<b>How:</b> <b>Frequency:</b> As and when <b>Position(s):</b> Phase Leaders	Record the number of pupils accessing trips that would have otherwise been unable to.	<b>Impact:</b> All children were able to enjoy school trips to enhance their learning. <b>Continue:</b> Yes <b>Changes:</b> -
<b>School uniform</b>	500	Whole School	Some children have been provided with items of uniform to enable them to fit in with the school community.	Providing uniform will boost the self-esteem of pupils, ensure the pupil has the equipment we allow them to feel a part of the school community in a positive way.	<b>How:</b> <b>Frequency:</b> As needed <b>Position(s):</b> Phase leaders	Record the number of pupils being provided with uniforms that would have otherwise been unable to.	<b>Impact:</b> 100% of children have made the expected progress in reading, writing and maths. 50% have made more than the expected progress in reading and maths. Observations and discussions have indicated that the children feel more confident. <b>Continue:</b> Yes <b>Changes:</b> -
<b>After school</b>	11,469	Year 6	After school booster groups and 1:1 tuition.	Children will make progress in their	<b>How:</b> Half termly results	Record attainment levels across	<b>Impact:</b> <b>Upper Primary:</b> 43% achieved ARE (4B) in reading, writing and maths; 29% of which

<b>booster groups</b>			This includes 1:1 phonic Tuition.	reading, writing and mathematics	<b>Frequency:</b> 1hour/weekly <b>Position(s):</b> Phase Leaders	those attending groups vs non attending peers.	achieved above ARE in reading, writing and maths. 100% made 2 sub-levels+ in the subject area that they were tutored in; 14% made 2 sub levels progress; 71% made 3 sub-levels of progress; 14% made 5 sub-levels of progress. <b>Continue?:</b> Yes <b>Changes?:</b> This programme will continue with two/three different PPG children in the Autumn term.
<b>Develop sporting, ICT and healthy lifestyle skills</b>	3,788	Whole School	Provision of additional support staff (teaching assistants) to develop sporting, ICT and healthy lifestyle skills in lunchtime and after school clubs.	Any costs incurred will be free for FSM children. A baseline will show an improvement in their sporting skills and knowledge about healthy lifestyles.	<b>How:</b> Discussions with children <b>Frequency:</b> 1hour/week <b>Position(s):</b> CTs	Record attainment progress of children who receive assistance against those that do not.	<b>Impact:</b> Observations have shown that children are improving in their sporting skills and that they have expressed great enjoyment in these clubs. <b>Continue:</b> Yes <b>Changes:</b> -
<b>Lunch Time Clubs</b>	2,000		Introduction of Lunch Time Clubs so as to provide children with opportunities to engage in more competitive play.	Additional staff will lead to pupils joining more lunchtime clubs thus improving behaviour and enjoyment in school. This will be linked to reading and writing skills through group work as part of the sport club	<b>How:</b> Discussions with children <b>Frequency:</b> 30 minutes/day <b>Position(s):</b> Get Active/ TA	Record attainment levels across reading and writing for those attending clubs	<b>Impact:</b> Children are engaged and participating in a range of activities at lunch time. <b>Continue:</b> Yes <b>Changes:</b> To encourage higher levels of involvement of PPG children who have not yet participated.
<b>Purchase of iPads</b>	39,936	Whole School	Purchase of Ipad to keep children's experience of IT relevant and allow access of materials such as the internet and Apps to support learning and social growth.	Children will be able to use the internet and applications as research to help them in their learning.	<b>How:</b> <b>Frequency:</b> <b>Position(s):</b>	Record attainment progress of children ICT skills	<b>Impact:</b> Observations have shown that children have developed their technological knowledge and that iPads are developing learning. <b>Continue:</b> Yes <b>Changes:</b> To encourage CTs to plan for the use of iPads in most lessons.

<b>Purchase of Mathletics programme</b>	6,750	Reception KS1 KS2	Purchase of Mathletics programme - Continued use and monitoring of Mathletics.	Children will be able to practise their mathematics skills, which will have an impact on the mathematics results and parental engagement with pupils at home.	<b>How:</b> Monitor Mathletic scores <b>Frequency:</b> 1/half term <b>Position(s):</b> FW	Record attainment progress of maths	<b>Impact:</b> Children have expressed great enjoyment at taking part in the various challenges, however, children logging on at home is inconsistent. <b>Continue:</b> Yes <b>Changes:</b> to share passwords with children every year, to note on newsletters to parents that they are to encourage children to log on to their account. To set it as homework.
<b>Parent food workshop</b>	683	Whole School	Parent food workshop- tasting session and information on packed lunches and healthy eating.	Parents will be educated about healthy eating, thus providing their children with more balanced meals, helping to improve their concentration.	<b>How:</b> Monitoring the number of children taking up FSM <b>Frequency:</b> 1/term <b>Position(s):</b> KG and Phase Leaders	Record number of children taking up FSM	<b>Impact:</b> Increased numbers of children are choosing to take up the FSM option. Parents have expressed that they are more confident in the quality of meals now that they have been able to sample them. <b>Continue:</b> Yes <b>Changes:</b> -
<b>Reading programme</b>	8,079		Reading programme and purchase of books aims to ensure that those who do not have books in the home or are not encouraged to read at home are reading a book .	Pupils reading at home and thus they enjoy reading and master it. Pupils start to read for pleasure, take an interest in their reading and choice to read. This will expand their knowledge and experiences of good writers, which in turn have an impact on their own written style	<b>How:</b> TAs to monitor the use of this resource every half term and update children's access accordingly. <b>Frequency:</b> 1/ half term <b>Position(s):</b> FA/AS	Record attainment progress of reading	<b>Impact:</b> Children have easy access to a wide range of books and genres and are encouraged to develop their comprehension skills. <b>Continue:</b> Yes <b>Changes:</b> -
<b>Speech and Language therapy</b>	7,704	Whole School	Employment of and Speech and Language therapist to provide tailored Intervention, training and workshops for pupils, staff and parents and	Children learn strategies to enable them to speak clearly and coherently. This has a positive impact on their Reading and Writing as well as	<b>How:</b> Improvement in the Speech therapists assessments <b>Frequency:</b> half an hour per child, two times a week	Record attainment progress of reading and writing	<b>Impact: EYFS:</b> 67% of children have achieved ARE. <b>Lower Primary:</b> 60% have made the expected levels of progress in Reading, 40% have made the expected progress in Writing and 80% have made the expected progress in Maths. 29% were signed off

			support school in early identification of Pre School children.	everyday life. Children are supported at home by parents.	<b>Position(s):</b> FA/ Speech and Language therapist		the Speech and Language register in March 2014. <b>Upper Primary:</b> 67% made the expected levels of progress in Reading, Writing and Maths. <b>Continue: Yes</b> <b>Changes:</b> To continue to provide this intervention for the children who struggle with their speech
<b>Writing Intervention</b>	9,633	KS1 KS2	Wave 2, Writing Intervention to fill gaps in knowledge of children to enable them to make good progress.	Children are meeting their targets and therefore closing the gap between FSM and Non FSM.	<b>How:</b> Half termly writing data <b>Frequency:</b> 25 minute sessions twice a week. <b>Position(s):</b> CT/TA	Record attainment progress of writing	<b>Impact:</b> <b>Reception:</b> 73% have achieved ARE in Writing. 9% have achieved above ARE. <b>Year 1:</b> 75% have made the expected sub levels of progress in Writing; 50% have achieved ARE. <b>Year 2:</b> 90% have made the expected levels of progress in Writing; 40% have achieved ARE and 50% have achieved above ARE. <b>Year 3:</b> 70% have made 2 or more sub levels of progress. 20% have achieved ARE and 10% have exceeded ARE. <b>Upper Primary:</b> 84% have made expected or more than expected progress in Writing. <b>Continue: Yes</b> <b>Changes:</b> To continue to provide this intervention for under achieving children. To share the data with the relevant staff so that appropriate provision can be made.
<b>Reading Intervention</b>	9,633	KS1 KS2	Wave 2, Reading Intervention to fill gaps in knowledge of children to enable them to make good progress.	Children are meeting their targets and therefore closing the gap between FSM and Non FSM.	<b>How:</b> Half termly reading data <b>Frequency:</b> 25 minute sessions twice a week. <b>Position(s):</b> CT/TA	Record attainment progress of reading	<b>Impact: Reception:</b> 91% have achieved ARE in Reading; 9% of this group have achieved above ARE. <b>Year 1:</b> 100% have made the expected levels of progress in Reading. 72% have achieved ARE's; the 28% who have not achieved ARE, have all made 2 sub levels

							<p>of progress. 25% has made more than the expected progress.</p> <p><b>Year 2:</b> 100% have more than the expected levels of progress in Reading, all achieving above ARE.</p> <p><b>Upper Primary:</b> 100% have made the expected or more than expected progress in Reading. 29% have achieved ARE.</p> <p><b>Continue:</b> Yes</p> <p><b>Changes:</b> To continue to provide this intervention for under achieving children. To share the data with the relevant staff so that appropriate provision can be made.</p>
<b>Maths Intervention</b>	9,633	KS1 KS2	Wave 2, Maths Intervention to fill gaps in knowledge of children to enable them to make good progress.	Children are meeting their targets and therefore closing the gap between FSM and Non FSM.	<p><b>How:</b> Half termly maths data</p> <p><b>Frequency:</b> 25 minute sessions twice a week.</p> <p><b>Position(s):</b> CT/TA</p>	Record attainment progress of maths	<p><b>Impact:</b></p> <p><b>Year 1:</b> 100% have made the expected levels of progress in Maths; 75% have achieved ARE.</p> <p><b>Year 2:</b> 100% have made the expected levels of progress in Maths; 29% have made more than the expected progress. 71% have achieved ARE or above.</p> <p><b>Year 3:</b> 85% have made the expected levels of progress in Maths; 77% have achieved ARE or above.</p> <p><b>Upper Primary:</b> 70% have made the expected or more than expected progress in Maths. 60% have achieved ARE; 30% of this have achieved ARE or above.</p> <p><b>Continue:</b> Yes</p> <p><b>Changes:</b> To continue to provide this intervention for under achieving children. To share the data with the relevant staff so that appropriate provision can be made.</p>
<b>Wave 3</b>	2,000	Whole School	This is carried out by three members of the SEN team (MM/DC/SS).	To support children in developing the basic skills of Literacy so that they are able to	<b>How:</b> Half termly maths assessments		<b>Reception:</b> 100% have achieved ARE in Reading and Writing.

				make the expected progress.	<b>Frequency:</b> 3, 20minute sessions/week <b>Position(s):</b> MM, DC, SS		<b>Lower Primary:</b> 17% have achieved ARE in Reading, Writing and Maths; 83% have made 2 sub levels of progress. <b>Upper Primary:</b> 77% made 2 sub levels of progress in Reading and Writing. <b>Continue:</b> Yes <b>Changes:</b> To continue to monitor the progress of children on Wave 3 interventions and sign children off the register as necessary.
<b>Numbers Count</b>	8,268	Year 2	Numbers Count - a intervention designed to embed the basic concepts of Maths, delivered by a teacher.	Children's confidence in their mathematical ability has improved. Gaps in their knowledge have been filled. Gaps	<b>How:</b> Half termly maths assessments <b>Frequency:</b> 3, 40minute sessions/week <b>Position(s):</b> CT	Record attainment progress of maths	<b>Impact:</b> <b>Year 2:</b> 83% of children have achieved ARE in Maths. The one child who is still below ARE has made 2 sub levels of progress. Within this group, 100% made 2 sub levels +, 83% made 3 sub levels + and 17% made 4 sub levels of progress. <b>Continue?:</b> Yes <b>Changes?:</b> To carry out this intervention with two children at a time instead of one
<b>Educational Psychologist</b>	19,082	EYFS KS1 KS2	Employment of an Educational Psychologist to provide tailored intervention, training and workshops for pupils, staff and parents.	Whole school training and 1:1 meeting with parents and staff will enable for better provision to be provided.	<b>How:</b> Progress in half termly assessments and CT/ TA observations <b>Frequency:</b> 1 day/ week <b>Position(s):</b> SENCO	Record of attainment  SENCO/ EP's observations	<b>Impact:</b> Observations, discussions and data analysis has shown that children are showing increased confidence and concentration in class. CT's also feel more confident in providing the correct level of support to these children. <b>Continue:</b> Yes <b>Changes:</b> -
<b>Aloha Maths intervention</b>	3,005	KS1 KS2	Aloha Maths intervention is subsidised for FSM	Children learn a range of strategies to aid them in their maths.	<b>How:</b> Progress through Aloha and half termly maths assessments. <b>Frequency:</b> 1 hour/week <b>Position(s):</b> TA	Record attainment progress of maths	<b>Impact:</b> Children who have attended Aloha have been able to demonstrate a range of strategies to progress in their maths. <b>Continue:</b> Yes <b>Changes:</b> -
<b>Digi Smart</b>	3,838	Year 5	Digi Smart	Children will make good progress in their basic skills of Reading and Writing.	<b>How:</b> Half termly reading and writing assessments	Record attainment progress of	<b>Impact:</b> 83% achieved ARE or above in reading and 76% achieved ARE or above in writing. <b>Continue:</b> Yes

					<b>Frequency:</b> 1hour/week <b>Position(s):</b> SAM	reading and writing	<b>Changes:</b> -
<b>Laptop Loans</b>			Laptop Loans - to keep children's experience of IT relevant and allow access to materials such as the internet and various packages to support learning and social growth.	Children will be able to use the internet and other programmes to aid them with their learning and SMSC.	<b>How:</b> <b>Frequency:</b> <b>Position(s):</b>		<b>Impact:</b> - <b>Continue?:</b> <b>Changes?:</b> <b>This needs to be further pushed in the next academic year so that children and parents can take full advantage of this.</b>
<b>Attendance</b>	540	Whole School	Children with high levels of attendance rewarded in termly assemblies. Classes with the highest attendance rewarded weekly.	An improvement in attendance will lead to an improvement in all areas of the curriculum.	<b>How:</b> Half termly attendance levels <b>Frequency:</b> Termly/weekly <b>Position(s):</b> HT/AH/EWO	Record attendance levels	<b>Impact:</b> 80% of children had an attendance of 90% or above. <b>Continue:</b> Yes <b>Changes:</b> -
<b>Small Group maths</b>	5,070	Year 5 Year 6	SEN children with learning difficulties have been removed from their class and have been taught in a separate group, where the ratio is 12:1 (child/teacher).	In Upper Primary This is carried out by an NQT and is carried out 5 times a week, each session lasting for an hour.	<b>How:</b> Half termly assessments <b>Frequency:</b> 5 hours/week <b>Position(s):</b> Year 5 and 6 staff		<b>Impact:</b> <b>Year 5:</b> 75% have made the expected levels of progress and 56% have achieved the expected ARE or above in maths. <b>Year 6:</b> 93% of children achieved ARE or above in maths. <b>Continue:</b> Yes <b>Changes:</b> -
<b>Small Group literacy</b>	5,070	Reception Year 5 Year 6	SEN children with learning difficulties have been removed from their class and have been taught in a separate group, where the ratio is 12:1 (child/teacher).	In Upper Primary This is carried out by an NQT and is carried out 5 times a week, each session lasting for an hour.	<b>How:</b> Half termly assessments <b>Frequency:</b> Termly/weekly <b>Position(s):</b> Year 5 and 6 staff		<b>Impact:</b> <b>EYFS:</b> 92% of children have achieved ARE in Reading; 18% of which have achieved above ARE. 83% have achieved ARE in Writing; 10% of which have achieved above ARE. <b>Year 5:</b> 94% have made the expected levels of progress or above and 56% have achieved the ARE or above in reading. 94% have made the expected levels of progress or above and 44% have achieved the ARE or above in writing.

							<p><b>Year 6:</b> 87% of children achieved ARE or above in Reading and Writing.</p> <p><b>Continue:</b> Yes</p> <p><b>Changes:</b> -</p>
<b>Nurture</b>	1,950	EYFS	This is a daily session that is carried out by a Key Person.		<p><b>How:</b> Through half termly assessments</p> <p><b>Frequency:</b> 30 minutes/daily</p> <p><b>Position(s):</b> TA</p>		<p><b>Nursery:</b> 25% of this group has achieved ARE in reading, writing and maths. 50% of this group have achieved above ARE in reading and maths. The remaining 25% have achieved above ARE in Maths, but are below ARE in Reading and Writing.</p> <p><b>Reception:</b> 50% of this group have achieved ARE or above in Reading, Writing and Maths. The remaining 50% have achieved ARE in Maths; 25% of which have also achieved ARE in reading. 50% have not achieved ARE in Writing and 25% have not achieved ARE in Reading.</p> <p><b>Continue:</b> Yes</p> <p><b>Changes:</b> -</p>
<b>Motor Skills</b>	4,800	EYFS	This is a daily session that is carried out by a Key Person.		<p><b>How:</b> Regular observations</p> <p><b>Frequency:</b> 10 minutes/daily</p> <p><b>Position(s):</b> TA</p>		<p><b>EYFS:</b> 71% of children have achieved ARE in writing and 100% have made the ARE in maths.</p> <p><b>Continue:</b> Yes</p> <p><b>Changes:</b> -</p>