

**PBA Pupil Premium Strategy 2017 - 18**

**Name of Academy – Pheasant Bank Academy**

**Academic Year 2017 - 18**

NOR	359
Number and percentage of pupils eligible for PP funding	173 (48%)
Academy Deprivation Index	0.33
Nominated member of EAB	Louise Chappell
EAB PP Review dates	October 2017
Total Budget allocation	£234,960

Outcomes of Previous Academic year

Number in year group	73 ch 39PP ch = 53%	Other	Gap	All	National
Key stage 2 Reading	18/39 = 46%	<b>24/34 = 71%</b>	25%	58%	71%
Key stage 2 Writing	23/39 = 59%	<b>27/34 = 79%</b>	20%	74%	76%
Key stage 2 Maths	24/39 = 62%	<b>30/34 = 88%</b>	26%	70%	75%
Key Stage 2 combined	17/39 = 44%	<b>24/34 = 71%</b>	27%	56%	61%

Number in year group	73 ch 39PP ch = 53%	
	23 PP girls 16 PP boys	
	Boys	Girls
Key stage 2 Reading	6/16 = 38%	12/23 = 52%
Key stage 2 Writing	7/16 = 44%	17/23 = 74%
Key stage 2 Maths	8/16 = 50%	16/23 = 70%
Key Stage 2 combined	5/16 = 31%	12/23 = 52%

**Registered Office / Head Office**

Education House, Spawd Bone Lane, Knottingley, WF11 0EP

Company Number: 07386086 (England and Wales) Charity Exempt under the Academies Act 2010 VAT Number 115 811 243

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

- 1) The attainment and progress of pupil premium children compared to other. We have a wide gap in each year group.
- 2) The attainment and progress of pupil premium boys compared to pupil premium girls. Girls outperform boys in each subject.

**Current Pupils - reading**

	<b>% Eligible</b>	<b>%3</b>	<b>% 2.2</b>	<b>% 2.1</b>	<b>% 1</b>
<b>Y3</b>	38/86 = 44%	3%	24%	42%	32%
<b>Specific intervention need</b>		Objective 1	Objective 1 Objective 1.1	Objective 1.1	Objective 1.1
<b>Objective number</b>					
<b>Y4</b>	50/97 = 52%	39%	24%	18%	18%
<b>Specific intervention need</b>		Objective 1	Objective 1 Objective 1.1	Objective 1.1	Objective 1.1
<b>Objective number</b>					
<b>Y5</b>	44/100 = 44%	25%	36%	20%	18%
<b>Specific intervention need</b>		Objective 1	Objective 1 Objective 1.1	Objective 1.1	Objective 1.1
<b>Objective number</b>					
<b>Y6</b>	41/76 = 54%	10%	33%	36%	21%
<b>Specific intervention need</b>		Daily reader 2:5 daily reading session Objective 1	Targeted reading boosters – PR Objective 1 Objective 1.1	reading breakfast club Objective 1.1	KF reading club GD Objective 1.1
<b>Objective number</b>					

**Current Pupils – writing**

	<b>% Eligible</b>	<b>%3</b>	<b>% 2.2</b>	<b>% 2.1</b>	<b>% 1</b>
<b>Y3</b>	38/86 = 44%	3%	29%	53%	16%
<b>Specific intervention need</b>		Objective 3	Objective 3 and 3.1		
<b>Objective number</b>					
<b>Y4</b>	49/97 = 52%	29%	37%	20%	14%
<b>Specific intervention need</b>		Objective 3	Objective 3 and 3.1	Objective 3 and 3.1	
<b>Objective number</b>					
<b>Y5</b>	44/100 = 44%	23%	50%	18%	9%
<b>Specific intervention need</b>		Objective 3	Objective 3 and 3.1	Objective 3 and 3.1	
<b>Objective number</b>					
<b>Y6</b>	39/76 = 54%	18%	33%	41%	10%
<b>Specific intervention need</b>		Clickr 7 Ipad support Small group support	Focus group in class Targeted support from RS Objective 3 and 3.1	parking lot, writing focus group Objective 3 and 3.1	Targeted support in class from teacher
<b>Objective number</b>		Objective 3			

**Current Pupils - maths**

	<b>% Eligible</b>	<b>%3</b>	<b>% 2.2</b>	<b>% 2.1</b>	<b>% 1</b>
<b>Y3</b>	38/86 = 44%	5%	18%	50%	26%
<b>Specific intervention need</b>		Objective 2 and 2.1	Objective 2 and 2.1	Objective 2.1	
<b>Objective number</b>					
<b>Y4</b>	49/97 = 52%	27%	31%	24%	20%
<b>Specific intervention need</b>		Objective 2 and 2.1	Objective 2 and 2.1	Objective 2 and 2.1	
<b>Objective number</b>					
<b>Y5</b>	44/100 = 44%	11%	41%	27%	20%
<b>Specific intervention need</b>		Objective 2 and 2.1	Objective 2 and 2.1	Objective 2 and 2.1	
<b>Objective number</b>					
<b>Y6</b>	39/76 = 54%	5%	46%	31%	18%
<b>Specific intervention need</b>		1:4 targeted group PIVATs diagnostic questions	3rd space + targeted support from RS	maths focus group, parking lot	Targeted support in class from teacher
<b>Objective number</b>		Objective 2 and 2.1	Objective 2 and 2.1	Objective 2 and 2.1	

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

1. Teacher CPD – assessment in a lesson, planning that identifies how teaching will address identified gaps in children’s knowledge and how to plan and deliver effective interventions.
2. TA training – use of questioning in a lesson, how to deliver effective interventions and feedback to children in a lesson.
3. Free breakfast club for any identified pupil premium children focused on knowledge gaps in reading, writing and maths.
4. Subsidised school visits in every year group.
5. Subsidised breakfast and afterschool clubs
6. Thrive subscription
7. Focused nurture provision
8. Attendance prizes and EWO time
9. Free PE kits

**Planned spending 2017-18 (£235067)**

Focused area	Predicted cost	End of Autumn spending analysis	End of Spring spending analysis	End of Summer spending analysis
Teacher CPD to include SLE time and external trainers	£20,000			
TA training to include SLT time, release time, external training	£20,000			
Targeted breakfast club to include food and Teacher and TA overtime for 1;1 and small group sessions.	£20,000			
Daily 1:1 readers (staff overtime)	£5300			
Subsidised school visits	£30,000			
Subsidised school clubs	£10,000			
Thrive subscription and 1:1 sessions for children	£15,000			
Attendance prizes and EWO time	£12000			
PE Kits	£3000			

**Registered Office / Head Office**

Targeted Learning Director time	£10500			
Vice Principal deployment	£32000			
Mathletics club (TA overtime)	£1767			
Colour band books - high interest books brown and below	£4000			
Pastoral support – learning mentor and Inclusion Officer (provides parental support)	£45,000			
Pupil rewards to support positive behaviour	£6000			
Individual revision guides	£500			

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### Action plan

Objective 1 Years: 3	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
<b>Objective 1 Y3</b> To improve the fluency and speed in reading	Ensure all children on Gold and below read daily. Ensure children are PM bench marked regularly and moved up the colour bands accordingly.	High interest low level reading books - £500 Adult overtime £1767	6 Girls and 4 boys (see names on SLT tracker)	Class teachers to oversee and track children. TAs to bench march children. Allocated mid-days to read daily with the children.	Rapid movement through the colour bands (see individual children's targets) Learning logs show evidence of daily reading in school.
<b>Objective 1.1 Y3</b> 1.1 – To use questions to deepen children's understanding of what they have read (through whole class guided reading).	Allocate SLE time to train all teachers in reciprocal reading Purchase high quality whole class texts Provide coaching on planning for whole class reading focused on the development of questioning.	£500 per day x 5 visits £25,000	38 children – see the children on the SLT tracker. Progress of groups monitored through RAG meetings	Class teachers for delivery SLT to monitor in RAG meetings HofA to monitor through observations AP English in the moderation of judgements - focused scrutinise, pupil voice and listening to readers.	The teaching of reading to be judged as good. Planning to show reading domains are well planned for. Observations show that learning is focused on specific skilled based teaching. Teachers provide clear modelling to children. All groups of learners are provided for during the whole class reading sessions. Identified children to show improvements in their raw scores during NFER testing (see SLT tracker).



<b>Review Term 1</b>	<b>Record any new actions in a different colour</b>
<b>Review Term 2</b>	<b>Record any new actions in a different colour</b>
<b>Review Term 3</b>	<b>Record any new actions in a different colour</b>

<b>Objective 1</b>	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible</b>	<b>What will success look like?</b>
<b>Years: 4</b>					
<b>Objective 1 Y4</b> To improve the fluency and speed in reading	Ensure all children on Gold and below read daily. Ensure children on Lime and below read 3 times a week. Ensure children are PM bench marked regularly and moved up the colour bands accordingly.	High interest low level reading books - £500 Mid-day over time to listen to readers (£1767)	31 ch (including all 2.2 and 3 children)	Year group leader to oversee the staff deployment. Class teachers to identify the children and provide the class TA and allocated mid-day with named children. Class TA to PM bench mark children. Mid-day to read daily with allocated children.	All children will become more fluent when reading and move through the colour bands. By 25.10.17 and 14.12.17 monitoring will evidence the improvements made by individual children and appropriate targets for

				Class teacher and TA to record book band progress. CT to discuss in RAG meetings.	the next term will be set.
<b>1.1</b> – To use questions to deepen children’s understanding of what they have read (through whole class guided reading).	Allocate SLE time to train all teachers in reciprocal reading. Purchase high quality whole class texts. Provide coaching on planning for whole class reading with a specific focus on developing questioning in a lesson.	£500 per day x 5 visits £25,000	49 children – see the children on the SLT tracker. Progress of groups monitored through RAG meetings	Class teachers for delivery SLT to monitor in RAG meetings HofA to monitor through observations AP English in the moderation of judgements - focused scrutinise, pupil voice and listening to readers.	The teaching of reading to be judged as good. Planning to show reading domains are well planned for. Observations show that learning is focused on specific skilled based teaching. Teachers provide clear modelling to children. All groups of learners are provided for during the whole class reading sessions. Reading books will evidence a clear improvement in the quality of children’s answers and understanding. Identified children to show improvements in their raw scores during NFER testing (see SLT tracker).

<b>Review Term 1</b>	<b>Record any new actions in a different colour</b>
<b>Review Term 2</b>	<b>Record any new actions in a different colour</b>
<b>Review Term 3</b>	<b>Record any new actions in a different colour</b>

<b>Objective 1</b>	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible</b>	<b>What will success look like?</b>
<b>Years: 5</b>					
<b>Objective 1 Y5</b> To improve the fluency and speed in reading	Ensure all children on lime and below read daily. Ensure children on grey and below read 3 times a week. Ensure children are PM bench marked regularly and moved up the	High interest low level reading books - £500 Mid-day over time to listen to readers (£ 1767) hourly rate x 5 days)	27 ch (including all 2.2 and 3 children)	Year group leader to oversee the staff deployment. Class teachers to identify the children and provide the class TA and allocated mid-day with named children. Class TA to PM bench mark children.	All children will become more fluent when reading and move through the colour bands. 3 weekly RAG meetings and planners will evidence the progress of children.

	colour bands accordingly.			Mid-day to read daily with allocated children. Class teacher and TA to record book band progress. CT to discuss in RAG meetings.	
<b>1.1 – To use questions to deepen children’s understanding of what they have read (through whole class guided reading).</b>	Allocate SLE time to train all teachers in reciprocal reading Purchase high quality whole class texts Provide coaching on planning for whole class reading focused on questioning.	£500 per day x 5 visits £25,000	44 children – see the children on the SLT tracker. Progress of groups monitored through RAG meetings	Class teachers for delivery SLT to monitor in RAG meetings HofA to monitor through observations AP English in the moderation of judgements - focused scrutinise, pupil voice and listening to readers.	The teaching of reading to be judged as good. Planning to show reading domains are well planned for. Observations show that learning is focused on specific skilled based teaching. Teachers provide clear modelling to children. All groups of learners are provided for during the whole class reading sessions. Identified children to show improvements in their raw scores during NFER testing (see SLT tracker). Reading books will evidence a clear improvement in the quality of children’s answers and understanding.

Review Term 1	Record any new actions in a different colour
Review Term 2	Record any new actions in a different colour
Review Term 3	Record any new actions in a different colour

Objective 1 Years: 6	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
<b>Objective 1 Y6</b> To improve the fluency and speed in reading	Ensure all children on lime and below read daily. Ensure children on grey and below read 3 times a week. Ensure children are PM bench marked regularly and moved up the colour bands accordingly.	High interest low level reading books - £500 Mid-day over time to listen to readers (£ 1767 hourly rate x 5 days)	15 ch (including all 2.2 and 3 children)	Year group leader to oversee the staff deployment. Class teachers to identify the children and provide the class TA and allocated mid-day with named children. Class TA to PM bench mark children. Mid-day to read daily with allocated children.	All children will become more fluent when reading and move through the colour bands. Weekly RAG meetings and planners will evidence the progress of children.

				Class teacher and TA to record book band progress. CT to discuss in RAG meetings.	
1.1 To use questions to deepen children’s understanding of what they have read (through whole class guided reading).	<p>Learning director and AP English leader will provide guidance on the structure of reading sessions.</p> <p>LD to provide model lessons and team teaching focused on developing questioning in a lesson.</p> <p>LD and AP to provide training on how to identify priority reading domains for the autumn term</p> <p>AP to develop a long term plan for the teaching of reading</p>	LD time - £10500 AP and class teacher release time £8000	39 ch – see SLT tracker for individual names	<p>Class teachers to respond to guidance</p> <p>LD and AP to deliver training.</p> <p>AP to monitor impact on reading standards including scaled scores.</p> <p>Hof A to arrange cover when required.</p> <p>Hof A to monitor through observations.</p>	<p>A greater proportion of children will achieved increased scaled scores – see individual targets.</p> <p>Planning will show reading domains are well planned for.</p> <p>Observations show that learning is focused on specific skilled based teaching.</p> <p>Teachers provide clear modelling to children.</p> <p>All groups of learners are provided for during the whole class reading sessions.</p> <p>By 14.12.17 monitoring will show a development in the quality of children’s understanding both oral and written.</p>
<b>Review Term 1</b>	<b>Record any new actions in a different colour</b>				

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

<b>Objective 2</b>	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible</b>	<b>What will success look like?</b>
<b>Years: 3</b>					
<b>Objective 2 Y3</b>  To improve the standard of basic maths skills.	Number focused interventions. Afternoon times table groups (3x per week).  Mathletics club for identified children – 1 day a week with a set number homework	TA time – no additional cost Resources £200 TA CPD £500  TA overtime (£ 1767)	9 children – 5 boys and 4 girls (2.2 and 3 children) see SLT tracker for names.	Class teachers to deploy TAs. TAs to deliver the intervention and report to class teacher. Maths leader to oversee interventions. SENCo to check the intervention quality and the work of the maths leader.	By 8.12.17 monitoring will show that all identified children have made progress against their own personal QLA analysis. Planning and observations will evidence high quality teaching that is focused on gaps in children’s knowledge.
2.1 To improve the rapid recall of times table related facts	Teach times tables daily. Focus groups will learn the songs with allocated TAs.	Mathletics subscription for the year group £120 TA time for focused club - £1767	28 pupils see SLT tracker for names.	Class teachers to deploy TAs.	By 8.12.17 monitoring will show that all identified children have made progress in their

	Homework will sent weekly. Mathletics will be used to target times table knowledge.	Homework resources for the year £300		TAs to deliver the intervention and report to class teacher. Year group leader to monitor adult deployment Phase leader to monitor adult deployment across the phase. Maths leader to monitor interventions.	understanding and fluency in times tables.  Books will show an increased application of knowledge. Class trackers will show the progress individual children have made in their times tables. Planning and QLA documents will evidence how teaching has been specifically used to target gaps in children's learning.
<b>Review Term 1</b>	<b>Record any new actions in a different colour</b>				
<b>Review Term 2</b>	<b>Record any new actions in a different colour</b>				
<b>Review Term 3</b>	<b>Record any new actions in a different colour</b>				



Objective 2 Years: 4	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
<b>Objective 2 Y4</b> To improve the standard of basic maths skills.	Number focused interventions. Afternoon times table groups (3x per week).  Mathletics club for identified children – 1 day a week with a set number homework	TA time – no additional cost Resources £200 TA CPD £500  TA overtime (£ 1767)	28 children (All 2.2 and 3 children)	Class teachers to identify gaps, organise planning and intervention groups to target specific gaps. Class teachers to deploy TAs. TAs to deliver the intervention and report to class teacher. Maths leader to oversee interventions. SENCo to check the intervention quality and the work of the maths leader.	By 8.12.17 monitoring will show that all identified children have made progress against their own personal QLA analysis. Planning and observations will evidence high quality teaching that is focused on gaps in children’s knowledge. Books will evidence the targeted interventions to address gaps.
2.1 To improve the rapid recall of times table related facts	Teach times tables daily. Focus groups will learn the songs with allocated TAs. Homework will sent weekly. Mathletics will be used to target times table knowledge.	Mathletics subscription for the year group £120 TA time for focused club - £1767 Homework resources for the year £300	40 children (all 2.1,2.2 and 3 children) see SLT tracker	Class teachers to identify gaps, organise planning and intervention groups to target specific gaps. Class teachers to deploy TAs. TAs to deliver the intervention and report to class teacher. Maths leader to oversee interventions. SENCo to check the intervention quality and	By 8.12.17 monitoring will show that all identified children have made progress against their own personal QLA analysis. Planning and observations will evidence high quality teaching that is focused on gaps in children’s knowledge.

				the work of the maths leader.	Books will evidence the targeted interventions to address gaps.
<b>Review Term 1</b>	<b>Record any new actions in a different colour</b>				
<b>Review Term 2</b>	<b>Record any new actions in a different colour</b>				
<b>Review Term 3</b>	<b>Record any new actions in a different colour</b>				

<b>Objective 2</b>	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible</b>	<b>What will success look like?</b>
<b>Years: 5</b>					
<b>Objective 2 Y5</b> To improve the standard of basic maths skills.	Provide a number focused interventions (3x per week). Use parking lot to address misconceptions daily.	TA time – no additional cost Resources £200 TA CPD £500	22 children (All 2.2 and 3 children)	Class teachers to deploy TAs. TAs to deliver the intervention and report to class teacher. Maths leader to oversee interventions.	By 8.12.17 monitoring will show that all identified children have made progress against their own personal QLA analysis. Planning and observations will

	<p>Mathletics club for identified children – 1 day a week with a set number homework</p> <p>Summer term – Third space learning.</p>	<p>1 hour per week – TA overtime (£ 1767)</p> <p>£4000</p>	<p>All children who are still 2.1 or 2.2 on the RAG at the end of Spring 2.</p>	<p>SENCo to check the intervention quality and the work of the maths leader.</p>	<p>evidence high quality teaching that is focused on gaps in children’s knowledge.</p> <p>Books will evidence the targeted interventions to address gaps.</p>
<p>2.1 To improve the rapid recall of times table related facts</p>	<p>Afternoon times table groups (3x per week). Teach the children the relevant times tables songs</p> <p>Provide weekly homework personalised to the individual children.</p>	<p>Resources £200 TA CPD £500</p>	<p>35 children (all 2.1, 2.2 and 3 children)</p>	<p>Class teachers to track children’s timestable knowledge and design the correct intervention.</p> <p>TAs to deliver intervention</p> <p>Maths leader to oversee interventions.</p> <p>SENCo to check the intervention quality and the work of the maths leader.</p>	<p>By 8.12.17 monitoring will show that all identified children have made progress against their own personal QLA analysis.</p> <p>Planning and observations will evidence high quality teaching to that is focused on gaps in children’s knowledge.</p> <p>Books will evidence the targeted interventions to address gaps.</p>
<p><b>Review Term 1</b></p>	<p><b>Record any new actions in a different colour</b></p>				
<p><b>Review Term 2</b></p>	<p><b>Record any new actions in a different colour</b></p>				

<b>Review Term 3</b>	<b>Record any new actions in a different colour</b>
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<b>Objective 2 Years: 6</b>	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible</b>	<b>What will success look like?</b>
<b>Objective 2 Y6</b> To improve the standard of basic maths skills.	Third Space learning	£11000	All PP children will have between 1 and 3 terms depending on need.	RS to co-ordinate the sessions. Class teachers to identify the intervention task/lessons the children will complete.	By October 27 <sup>th</sup> and then 8 <sup>th</sup> December, monitoring will show an increased in attainment scores on the arithmetic papers. Books will evidence application of improved maths skills. Discussions in weekly RAG will identify the next steps for pupils.
	Priority in parking lot	TA/ teacher time – no additional cost	Personalised learning and regular target checks.	Class teachers	Books will show clear impact of intervention. Chs arithmetic scores will increase.
	After school maths boosters	Teachers hourly rate	20 – all 2.2 ad 3 children	Class teachers	Monitoring will show identified gaps have been addressed.

					3 weekly arithmetic scores will increase.
	Maths focused breakfast clubs	3 x TAs (3 hours per day over time) Work books £3.00 per child	20 – all 2.2 ad 3 children	TAs delivering the interventions Class teachers to monitor	Small group work focused on SATs style questions and specific barriers to learning. Work books will demonstrate progress and the gaps in knowledge diminishing.
2.1 To improve the rapid recall of times table related facts	Times table and arithmetic focused interventions	TA overtime time	20 – all 2.2 ad 3 children	Class teachers to decide on specific intervention TAs to deliver Y6 team leader to monitor impact. Hof A to monitor through RAG meetings	Monitoring will show identified gaps have been addressed. 3 weekly arithmetic scores will increase.
<b>Review Term 1</b>	<b>Record any new actions in a different colour</b>				
<b>Review Term 2</b>	<b>Record any new actions in a different colour</b>				
<b>Review Term 3</b>	<b>Record any new actions in a different colour</b>				

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?
<b>Years: 3</b>					
<b>Objective 3 Y3</b> To improve the use of phonics and spelling rules in independent writing.	Phonics for all children that did not pass at the end of Y2	TA time – no extra cost TA CPD £500	5 ch	Class teachers Year group leader to quality assure the work of the TAs	By 19.10.17 and 06.12 17 monitoring will show an improvement in books.
	Sentence/ GPS booster group (2x a week)	TA time – no extra cost TA CPD £500	12 children (all 3 and 2.2)	Class teachers to identify the children TAs to deliver high quality interventions. SENCo & VP to quality assure the interventions	By 19.10.17 and 06.12 17 monitoring will show an improvement in books.
<b>3.1</b> To improve basic sentence construction.	Train class teachers to address sentence structure through shared writing	VP time to train and provide coaching to individual teachers £2000	12 children (all 3 and 2.2)	Hof A to arrange and oversee training.	By 19.10.17 and 06.12 17 monitoring will show an improvement in books.  Planning will clearly identify how gaps will be addressed.  Homework books will evidence regular appropriate sentence level work.
	Train teachers to address sentence structure through 'It's only words' teaching.	£500		Teachers to embed training into their daily teaching.	
	Provide individual children with sentence level interventions.	TA time		Teachers to plan sentence level interventions TAs to deliver interventions	
	Set weekly homework linked to spellings	Resources £200		Teachers to set and mark homework.	

<b>Review Term 1</b>	<b>Record any new actions in a different colour</b>
<b>Review Term 2</b>	<b>Record any new actions in a different colour</b>
<b>Review Term 3</b>	<b>Record any new actions in a different colour</b>

<b>Objective 3 Years: 4</b>	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible</b>	<b>What will success look like?</b>
<b>Objective 3 Y4</b> To improve the use of phonics and spelling rules in independent writing.	Teach spelling twice a week and set appropriate homework.  Provide individual children with personalised spellings.  3x weekly provide spelling interventions	Resources £200    Resources £200	32 children – all 2.2 and 3 children	Class teachers  Class teachers  Class teachers to identify the children	By 19.10.17 and 06.12 17 monitoring will show an improvement in books.  Planning will clearly identify how gaps will be addressed.

	for all ch that don't know their high frequency words.			TAs to deliver high quality interventions. SENCo & VP to quality assure the interventions.	Homework books will evidence regular appropriate spelling work.
<b>3.1</b> To improve basic sentence construction.	<p>Train class teachers to address sentence structure through shared writing</p> <p>Train teachers to address sentence structure through 'It's only words' teaching.</p> <p>Provide individual children with sentence level interventions. Sentence/ GPS booster group (2x a week)</p> <p>Set weekly homework linked to spellings</p>	<p>VP time to train and provide coaching to individual teachers £2000</p> <p>£500</p> <p>Teacher time – 30 minutes once a week. TAs twice a week.</p> <p>Resources £200</p>	32 children – all 2.2 and 3 children	<p>Hof A to arrange and oversee training.</p> <p>Teachers to embed training into their daily teaching.</p> <p>Teachers to plan sentence level interventions</p> <p>TAs to deliver interventions</p> <p>Teachers to set and mark homework.</p>	<p>By 19.10.17 and 06.12 17 monitoring will show an improvement in books.</p> <p>Planning will clearly identify how gaps will be addressed.</p> <p>Homework books will evidence regular appropriate sentence level work.</p>
<b>Review Term 1</b>	<b>Record any new actions in a different colour</b>				



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

<b>Objective 3 Years: 5</b>	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible</b>	<b>What will success look like?</b>
<b>Objective 3 Y5</b> To improve the use of phonics and spelling rules in independent writing.	Spelling intervention for all ch that don't know their high frequency words 3x per week.  Daily precision teaching for identified children.	Resources £200	10ch all 3 on the RAG  5ch	Class teachers to identify the children TAs to deliver high quality interventions. SENCo & VP to quality assure the interventions.	By 19.10.17 and 06.12 17 monitoring will show an improvement in books. Planning will clearly identify how gaps will be addressed. Homework books will evidence regular appropriate spelling work.
<b>Objective 3.1 Y5</b> To improve basic sentence construction.	Train class teachers to address sentence	VP time to train and provide coaching to individual teachers £2000	32 ch – all 3 and 2.2 on the RAG	Class teachers to identify the children	By 19.10.17 and 06.12

	<p>structure through shared writing Train teachers to address sentence structure through 'It's only words' teaching.</p> <p>Provide individual children with sentence level interventions. Sentence/ GPS booster group (2x a week)</p> <p>Set weekly homework linked to spellings</p>	<p>Teacher time – 30 minutes once a week. TAs twice a week.</p> <p>Resources £200</p>		<p>TAs to deliver high quality interventions. SENCo &amp; VP to quality assure the interventions. Class teachers to report on progress in RAG meetings. SLT to monitor impact.</p>	<p>17 monitoring will show an improvement in books. Progress will be tracked 3 weekly in RAG meetings.</p>
<b>Review Term 1</b>	<b>Record any new actions in a different colour</b>				
<b>Review Term 2</b>	<b>Record any new actions in a different colour</b>				
<b>Review Term 3</b>	<b>Record any new actions in a different colour</b>				

<b>Objective 3</b> Years: 6	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible</b>	<b>What will success look like?</b>
<b>Objective 3 Y6</b> To improve the use of phonics and spelling rules in independent writing.	Provide specific spelling intervention – FA’s class. LD to support.  Provide individual children with spelling support.	TA time Learning director time	All children identified from FA’s class.  All children that are a 3 on the RAG (7ch 5boys 2 girls)	FA to oversee. Adults delivering the interventions. LD to monitor weekly. HOA to monitor through RAG meetings.	By 14.12.17 monitoring will show an improvement in spelling accuracy.
<b>Objective 3.1</b> To improve basic sentence construction and application of GPS in independent writing.	Identified children will have a SPAG.com log in for personalised support.  Provide bespoke teaching in small groups.	£120 subscription.  VP times 5 days a week.	20 ch (all 3 and 2.2 on the RAG)  Identified 2.2 children monitored through RAG meetings.	Class teachers  Class teachers and VP	By 14.12.17 monitoring will show an improvement in independent writing linked to children’s identified targets. Tracking through the ITAF statements will evidence progress.

<b>Review Term 1</b>	<b>Record any new actions in a different colour</b>
<b>Review Term 2</b>	<b>Record any new actions in a different colour</b>
<b>Review Term 3</b>	<b>Record any new actions in a different colour</b>