

Pupil Premium Impact Assessment

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

Evaluation of 2017 – 18 spending

The impact of the spending on end of key stage two outcomes:

- Pupil premium children out performed non-pupil premium children in all subjects at the expected standard.
- Attainment for pupil premium children was in line with or above the standards achieved nationally in 2017 by non-pupil premium children in all subjects.
- The progress of pupil premium children significantly increased and is broadly in line with the progress of non-pupil premium children

PBA Standards Disadvantaged & all other pupils

	2016				2017				2018 (interim)			
	EXS+ PP	EXS+ other	GD PP	GD other	EXS+ PP	EXS+ other	GD PP	GD other	EXS+ PP	EXS+ other	GD PP	GD other
Reading	30%	41%	0%	8%	44%	74%	3%	26%	76%	71%	11%	20%
Writing	57%	68%	2%	11%	59%	91%	0%	9%	84%	80%	18%	29%
Maths	41%	51%	4%	8%	59%	82%	13%	21%	82%	71%	5%	20%
Combined	24%	38%	0%	0%	41%	74%	0%	6%	71%	60%	0%	6%

National Standards Disadvantaged & all other pupils

	2016				2017			
	EXS+ PP	EXS+ other	GD PP	GD other	EXS+ PP	EXS+ other	GD PP	GD other

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

Reading	53	72	10	23	60	77	14	29
Writing	64	79	8	18	66	81	10	21
Maths	58	76	9	20	63	80	13	27
Combined	39	60	2	7	48%	67%	4%	11%

PBA Progress:

	2016	2017	2018
Reading PP	-8.0	-5.3	-0.4
Reading other	-7.1	-2.9	-0.7
Writing PP	-3.9	-2.7	+1.7
Writing Other	-4.9	-1.0	+2.3
Maths PP	-5.2	-3.0	-0.9
Maths Other	-5.0	-1.4	-0.5

Outcomes of Previous Academic year (2016-17)

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

The priorities for 2017 – 18:

1) The attainment and progress of pupil premium children compared to other. We have a wide gap in each year group.

- This has significantly reduced in each year group but Y6 made the most rapid gains in both attainment and progress.

2) The attainment and progress of pupil premium boys compared to pupil premium girls. Girls outperform boys in each subject.

Y3 Summary

- At the start of the year 98% of the pupil premium children were working within the age related curriculum.
- At the end of the year 90% of the pupil premium children were working within the age related curriculum.
- The % difference is due to mobility. 2 children left and 2 arrived. The new arrivals were both working below the age related curriculum.
- One child did not make the required progress in reading.
- 95% of boys were working within the age related curriculum (20/21 ch).
- 88% of girls were working within the age related curriculum (15/17 ch).

Y4 Summary

- 62% of pupil premium children were working within the age related curriculum at the start of the year.
- **+13%** - 75% of pupil premium children were working within the age related curriculum by the end of the year.
- Three boys left during the year and there were no new arrivals.
- 70% of boys were working within the age related curriculum (19/27 ch).
- 3 of the 8 boys not working within ARE are SEND children. The other 5 boys are a high priority for next year.
- 75% of girls were working within the age related curriculum (15/20 ch).
- 2 of the 5 girls not working within ARE are SEND children. The other 3 girls are a high priority for next year.

Y5 Summary

- 74% of pupil premium children were working within the age related curriculum at the start of the year.
- **+6%** - 80% of pupil premium children were working within the age related curriculum by the end of the year.
- One boy and one girl left during the year and there were no new arrivals.
- 62% of boys were working within the age related curriculum (19/27 ch).
- 7 of the 10 boys not working within ARE are SEND children. The other 3 boys are a high priority for next year.
- 100% of girls were working within the age related curriculum and none are SEND.

Current Pupils - reading

	% Eligible	%3	% 2.2	% 2.1	% 1
Y3	38/86 = 44%	3%	24%	42%	32%
Specific intervention need		Objective 1	Objective 1 Objective 1.1	Objective 1.1	Objective 1.1
Objective number					
Y4	50/97 = 52%	39%	24%	18%	18%
Specific intervention need		Objective 1	Objective 1 Objective 1.1	Objective 1.1	Objective 1.1
Objective number					
Y5	44/100 = 44%	25%	36%	20%	18%
Specific intervention need		Objective 1	Objective 1 Objective 1.1	Objective 1.1	Objective 1.1
Objective number					
Y6	41/76 = 54%	10%	33%	36%	21%
Specific intervention need		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
Objective number					

Current Pupils – writing

	% Eligible	%3	% 2.2	% 2.1	% 1
Y3	38/86 = 44%	3%	29%	53%	16%
Specific intervention need		Objective 3	Objective 3 and 3.1		
Objective number					
Y4	49/97 = 52%	29%	37%	20%	14%
Specific intervention need		Objective 3	Objective 3 and 3.1	Objective 3 and 3.1	
Objective number					
Y5	44/100 = 44%	23%	50%	18%	9%
Specific intervention need		Objective 3	Objective 3 and 3.1	Objective 3 and 3.1	
Objective number					
Y6	39/76 = 54%	18%	33%	41%	10%
Specific intervention need		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
Objective number		Objective 3			

Current Pupils - maths

	% Eligible	%3	% 2.2	% 2.1	% 1
Y3	38/86 = 44%	5%	18%	50%	26%
Specific intervention need		Objective 2 and 2.1	Objective 2 and 2.1	Objective 2.1	
Objective number					
Y4	49/97 = 52%	27%	31%	24%	20%
Specific intervention need		Objective 2 and 2.1	Objective 2 and 2.1	Objective 2 and 2.1	
Objective number					
Y5	44/100 = 44%	11%	41%	27%	20%
Specific intervention need		Objective 2 and 2.1	Objective 2 and 2.1	Objective 2 and 2.1	
Objective number					
Y6	39/76 = 54%	5%	46%	31%	18%
Specific intervention need		1:4 targeted group PIVATs diagnostic questions	3rd space + targeted support from RS	maths focus group, parking lot	Targeted support in class from teacher
Objective number		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	SLE and DoL support targeted for those eligible for PP in addition to class support	SLE and DoL support targeted for those eligible for PP in addition to class support	SLE and DoL support targeted for those eligible for PP in addition to class support
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	Pupils identified for B club through attendance patterns and eligibility criteria, attendance agreed and tracked	Attendance at B club improved 85% of identified PP pupils attending	Attendance improved and punctuality improved to **% attendance for
Daily 1:1 readers (staff overtime)	£5300	Pupils monitored in reading frequency and targeted	Tracking shows daily reading taking place, frequency and	Achievement in reading for PP pupils increased to 76% and

		support in place – SLT to track	confidence improved	11% GD
Subsidised school visits	£30,000	All eligible pupils given access to routine and extended school visits – finance removed as a barrier for engagement	All eligible pupils given access to routine and extended school visits – finance removed as a barrier for engagement	All eligible pupils given access to routine and extended school visits – finance removed as a barrier for engagement
Subsidised school clubs	£10,000	As above	As above	As above
Thrive subscription and 1:1 sessions for children	£15,000	Initial training completed by all staff	Staff training continued and extended for those key personnel and Ts and TAs	Thrive programme impacting on number of incidents and quality of de-escalation
Attendance prizes and EWO time	£12000	Attendance systems and rewards impacting on outcomes		Attendance currently for end of year 95.7% improved on the previous year PA significantly improved and is now below national (8.7%)
PE Kits	£3000	All eligible pupils have PE kit	Engagement and confidence improved	PP pupils accessing inter school sporting events, attendance on PE days comparable with other days in school

Targeted Learning Director time	£10500	Additional time purchased to provide bespoke support for PP pupils		Outcomes for PP pupils
Vice Principal deployment	£32000	Additional leadership capacity to monitor and review provision for PP pupils		Outcomes for PP pupils
Mathletics club (TA overtime)	£1767	Pupils logged on to begin mathletics work	Supervised access in school to ensure pupils engage in mathletics challenge	High levels of engagement pupils enjoyed the competition element

Colour band books - high interest books brown and below	£4000	Pupil voice used to inform book purchases	Books selected on high demand, regularity of reading increased	
Pastoral support – learning mentor and Inclusion Officer (provides parental support)	£45,000	High levels of need within the academy met through consistent approaches and staff who understand and know key families.		Swift action where needed (see referrals) trusted members of staff ensure safeguarding is everyone's responsibility, strong culture of safeguarding awareness
Pupil rewards to support positive behaviour	£6000	Rewards agreed and systems in place to support		Consistent use of behaviour rewards evident across school, reduced numbers of incidents See behaviour tracking
Individual revision guides	£500			Revision guides for all pupils to ensure equality of access

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?
Objective 1 Y3 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 mark 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.

<p>Objective 1.1 Y3 1.1 – To use questions to deepen children’s understanding of what they have read (through whole class guided reading).</p>	<p>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.</p>	<p>£500 per day x 5 visits £25,000</p>	<p>38children – see the children on the SLT tracker. Progress of groups monitored through RAG meetings</p>	<p>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.</p>	<p>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).</p>
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Objective 1 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?

<p>Objective 1 Y4 To improve the fluency and speed in reading</p>	<p>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.</p>	<p>High interest low level reading books - £500 Mid-day over time to listen to readers (£1767)</p>	<p>31 ch (including all 2.2 and 3 children)</p>	<p>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.</p>	<p>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</p>
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				<p>Class teacher and TA to record book band progress. CT to discuss in RAG meetings.</p>	<p>the next term will be set.</p>
<p>1.1 – To use questions to deepen children’s understanding of what they have read (through whole class guided reading).</p>	<p>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.</p>	<p>£500 per day x 5 visits £25,000</p>	<p>49 children – see the children on the SLT tracker. Progress of groups monitored through RAG meetings</p>	<p>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.</p>	<p>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.</p>

					<p>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).</p>
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<p>Review</p>	<p>Pupils given the opportunity to read daily, fluency and frequency of reading is impacting on levels of engagement in class where pupils are engaging in reading with increased confidence</p> <p>Reading logs provide evidence of this system being embedded</p> <p>The teaching of reading across the academy is now judged as good. Planning to show reading domains provides evidence of strong teacher subject knowledge and accurate use of assessment. Observations show that learning is focused on specific skilled based teaching (see monitoring file) Teachers provide clear modelling to children (monitoring file and focussed CPD). All groups of learners are provided for during the whole class reading sessions – pupil groups and achievement / progress are identified in weekly RAG and monitored by SLT / middle leaders. Identified children show improvements in their raw scores during NFER testing and TA / test outcomes (see SLT tracker for PP achievement and progress).</p>
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Objective 1 Years: 5	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Objective 1 Y5 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.	
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 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.

					<p>All groups of learners are provided for during the whole class reading sessions.</p> <p>Identified children to show improvements in their raw scores during NFER testing (see SLT tracker).</p> <p>Reading books will evidence a clear improvement in the quality of children's answers and understanding.</p>
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Review	<p>All children are more fluent when reading and the pace of movement through the colour bands is tracked closely, fluency significantly improved.</p> <p>3 weekly RAG meetings and planners evidence the progress of children – progress for this group is closely monitored and barriers such as attendance and punctuality quickly addressed. DoL time additional to standard allocation is delivering high quality intervention for PP pupils and outcomes rising rapidly as a result (see end of year outcomes / Summer 2 RAG)</p> <p>Reading journals provide evidence of improved responses – responses evaluated and depth of understanding is explicit in children work. DoL / T plan together to ensure gaps in learning are addressed each week.</p>
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Objective 1	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Years: 6					

<p>Objective 1 Y6 To improve the fluency and speed in reading</p>	<p>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.</p>	<p>High interest low level reading books - £500 Mid-day over time to listen to readers (£ 1767 hourly rate x 5 days)</p>	<p>15 ch (including all 2.2 and 3 children)</p>	<p>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.</p>	<p>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.</p>
				<p>Class teacher and TA to record book band progress. CT to discuss in RAG meetings.</p>	

<p>1.1 To use questions to deepen children's understanding of what they have read (through whole class guided reading).</p>	<p>Learning director and AP English leader will provide guidance on the structure of reading sessions. LD to provide model lessons and team teaching focused on developing questioning in a lesson. LD and AP to provide training on how to identify priority reading domains for the autumn term AP to develop a long term plan for the teaching of reading</p>	<p>LD time - £10500 AP and class teacher release time £8000</p>	<p>39 ch – see SLT tracker for individual names</p>	<p>Class teachers to respond to guidance LD and AP to deliver training. AP to monitor impact on reading standards including scaled scores. Hof A to arrange cover when required. Hof A to monitor through observations.</p>	<p>A greater proportion of children will achieved increased scaled scores – see individual targets. Planning will 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. By 14.12.17 monitoring will show a development in the quality of children's understanding both oral and written.</p>
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<p>Review</p>	<p>Proportion of children who achieved increased scaled scores has significantly improved –s ee data tracking Summer 2, RAG and outcomes information – see individual targets/ comparison to actual outcomes. Term 1 On average the children have moved 3/4 reading levels within the programme. Children's confidence has increased. Review of groupings to ensure all children are closely matched with ability. Groups to continue into the next term. Children to continue to make at</p>
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	<p>least the same progress during the next term. Programme monitored by leaders.</p> <p>Term 2 Two children progressed from level 13 to level 22+ between December and March. These were able to move from daily intervention successfully. One child has progressed from level 11 to level 19 between December and March. This child exited the programme. One child has progressed to level 19, however due to confidence issues will remain on the programme for a further half term. All other children on the programme have progressed on average 8 levels since December.</p> <p>There are 7 new PP children to begin the programme in April.</p> <p>Term 3 Since April the PP children on this programme have on average improved by 7 reading recovery levels.</p> <p>Observations and books show that learning is focused on specific skilled based teaching – skills for a part of daily reading sessions and planned as part of a curriculum goal.</p> <p>Teachers provide clear modelling to children that supports their rapid progress. All groups of learners are provided for during the whole class reading sessions – see monitoring file evidence.</p> <p>Monitoring shows a development in the quality of children’s understanding both oral and written – classroom practice and outcomes reflect this. – see outcomes 2018</p>
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Objective 2 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?

<p>Objective 2 Y3</p> <p>To improve the standard of basic maths skills.</p>	<p>Number focused interventions. Afternoon times table groups (3x per week).</p> <p>Mathletics club for identified children – 1 day a week with a set number homework</p>	<p>TA time – no additional cost Resources £200 TA CPD £500</p> <p>TA overtime (£ 1767)</p>	<p>9 children – 5 boys and 4 girls (2.2 and 3 children) see SLT tracker for names.</p>	<p>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.</p>	<p>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.</p>
<p>2.1 To improve the rapid recall of times table related facts</p>	<p>Teach times tables daily. Focus groups will learn the songs with allocated TAs.</p>	<p>Mathletics subscription for the year group £120 TA time for focused club - £1767</p>	<p>28 pupils see SLT tracker for names.</p>	<p>Class teachers to deploy TAs.</p>	<p>By 8.12.17 monitoring will show that all identified children have made progress in their</p>

	<p>Homework will sent weekly. Mathletics will be used to target times table knowledge.</p>	<p>Homework resources for the year £300</p>		<p>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.</p>	<p>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.</p>
<p>Review</p>	<p>Term 1 Year 3 (Individual work)– Progress made, on average 1.3 Pivat steps progress. Support to continue. Year 3 and 4 Mathletics has been replaced by times table rockstars as this has proven more popular and effective at addressing the gaps at this point. Majority of children showing as a 2.2 on RAG. Children scoring on testing within range expected for a child working at WTS. Speed and accuracy will be monitored through AAB and leader meetings. Continue to monitor the group during RAG meetings. Impact of intervention to be shown at round of testing at Easter. Support to continue. Monitor the 1 child who may soon no longer need the intervention. Year 5: SDI intervention CPD provided by SS is having impact on ch and books show the quality of diagnostic questions has improved resulting in more purposeful SDI sessions. Year 6: • (SEND) On the pivat level – however progress has been made overall. Support to continue. • Small maths intervention group - (group changed to 7/17 PP) 5/7 made increase in SS, 2 stayed the same, 3 removed from group due to progress. 5/9 PP now in new target group. Mathletics – All children made good progress and have moved above the level needed for the programme. • 3rd Space Learning – all PP increase in their SS score. All to continue with the programme, gaps identified for the tutors to work on.</p>				

Learning director group, 50% of children increased scores between tests (average 3 marks).
The pastoral support group has started (5ch) and impact will be measure at the end of the Spring term. Provision QA through learning walks and book looks.

Term 2
Y3 - On average improvement seen of 8 scale score points through internal tracking. 2.2 group has been reviewed and new children added. Continue to monitor the group. Impact of intervention to be shown at round of testing at Summer. Support to continue.
Y4 – Individual teacher CPD required to ensure consistent progress across the year group – See work of the maths leader.

Year 5 Maths intervention groups –all children made progress on testing (see SS data) and book looks support RAG judgements and the narrowing of basic gaps. Groups have been reorganised with most staying in the group. Specific gaps have been identified from the QLA from the last round of testing.
Progress of RAG 3 children through TT rockstars (AJ & KA especially) further analysis. Speed verse accuracy and opportunities need to be increased.

Review Term 3
Year 5 Maths intervention groups – 33% of the group are now working at national expectations, 63% of the group equalled or bettered their SS score from a Y5 paper to the Y6 sample paper. Only 25% score 90+ from testing. Majority of group were L from KS1 results, with the 2 M children on track.
Year 6 – Third Space Learning: 20/22 achieved EXS in SATs. Small intervention group: group changed throughout the year, however 4/5 key children who were present in this group for majority of time did achieve EXS in SATs.
Individual progress target set for nurture group 4/5 achieved target. BJ achieved ARE in maths and 23 in reading.
Monitoring will shows that identified children have made progress against their own personal QLA analysis – reviews of progress through RAG meeting 1/3 weekly provide evidence of rapid progress and a decreasing reliance on additional intervention – the proportion of pupils moving form 2.1 to 2.1 reflects the work in books and evidence form lesson observations. Planning and observations evidence high quality teaching that is focused on gaps in children’s knowledge this is further evidenced through the RAG meeting.

Monitoring shows that all identified children have made progress in their understanding and fluency in times tables, increasingly they are applying this to their maths work – see maths monitoring. Class trackers and RAG information demonstrate the progress individual children have made in their times tables. – see end of year arithmetic scores

Planning and QLA documents evidences how teaching has been specifically used to target gaps in children’s learning – outcomes reflect the impact of this (see pupils outcomes 2018)

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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?
Objective 2 Y4 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.

<p>2.1 To improve the rapid recall of times table related facts</p>	<p>Teach times tables daily. Focus groups will learn the songs with allocated TAs. Homework will be sent weekly. Mathematics will be used to target times table knowledge.</p>	<p>Mathletics subscription for the year group £120 TA time for focused club - £1767 Homework resources for the year £300</p>	<p>40 children (all 2.1,2.2 and 3 children) see SLT tracker</p>	<p>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</p>	<p>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.</p>
				<p>the work of the maths leader.</p>	<p>Books will evidence the targeted interventions to address gaps.</p>
<p>Review</p>	<p>Staff CPD, Gap analysis and tracking have together impacted on the provision positively, identified children have made progress against their own personal QLA analysis this is reviewed weekly and further support identified where necessary Planning and observations are reviewed by middle and senior leaders to ensure that high quality teaching is focused on gaps in children's knowledge, this is further challenged in 1/3 weekly RAG meeting as a result evidence of rapid progress is clear, pupils scores are improving and their application of skills building in accuracy Books provide evidence the targeted interventions to address gaps.</p> <p>Outcomes and in class data suggest significant improvement and fluency (see monitoring file and RAG. See TA and test outcomes / assessment.</p>				

Objective 2	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Years: 5					
Objective 2 Y5 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
	Mathletics club for identified children – 1 day a week with a set number homework Summer term – Third space learning.	1 hour per week – TA overtime (£ 1767) £4000	All children who are still 2.1 or 2.2 on the RAG at the end of Spring 2.	SENCo to check the intervention quality and the work of the maths leader.	Evidence of 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	Afternoon times table groups (3x per week). Teach the children the relevant times tables songs Provide weekly homework personalised to the individual children.	Resources £200 TA CPD £500	35 children (all 2.1, 2.2 and 3 children)	Class teachers to track children’s timestable knowledge and design the correct intervention. TAs to deliver intervention 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 to that is focused on gaps in children’s knowledge.

				the work of the maths leader.	Books will evidence the targeted interventions to address gaps.
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Review	<p>Monitoring targeted at the impact of funding use for PP demonstrates the impact of the intervention planning for identified children, these pupils have made against their own personal QLA analysis – see RAG intervention timetables and impact of intervention on percentage of PP who are currently moving from 2.2 to 2.1 (secure).</p> <p>Planning and observations carried out provide evidence of high quality teaching that is focused on gaps in children’s knowledge (see monitoring records).</p> <p>Books / reading journals provide evidence of the effective use of assessment to ensure that pupils make progress in lessons and over time.</p> <p>SENCO / middle leaders have engaged in ensuring the intervention quality and purpose, in addition to the maths leader completing a number of ‘drop – ins’ and more formal observations with detailed feedback to enhance provision</p>
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Objective 2 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?
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Objective 2 Y6 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 th and then 8 th 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	Times table and	TA overtime time	20 – all 2.2 ad 3 children	Class teachers to decide	Monitoring will show

of times table related facts	arithmetic focused interventions			on specific intervention TAs to deliver Y6 team leader to monitor impact. Hof A to monitor through RAG meetings	identified gaps have been addressed. 3 weekly arithmetic scores will increase.
Review Term 3	<p>Scores for arithmetic in end of year tests demonstrate accelerated progress and attainment that is at least good.</p> <p>There remains a small number of girls (PP and targeted for greater depth) that require additional intervention to support their learning.</p> <p>Books evidence application of improved maths skills.</p> <p>Discussions in weekly RAG accurately identify and form the basis for identifying the next steps for pupils.</p>				

Objective 3	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
Years: 3					
Objective 3 Y3 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.

<p>3.1 To improve basic sentence construction.</p>	<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.</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>TA time</p> <p>Resources £200</p>	<p>12 children (all 3 and 2.2)</p>	<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>
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<p>Review</p>	<p>Children are given daily opportunity to blend and segment words independently.</p> <p>Term 1 Year 3 children average increase of 7 words. Continual review of groups. Children to be given daily opportunity to blend and segment words independently. Year 3 and 4 children average increase of 4 words. Continue to review the group as required. The children who are left working in this group will continually be the harder to develop children, as they are the children who did not pass in year 1 and year 2. Teaching will be through interactive games, daily review of sounds, and application into words. Children have moved from working on Phase three sounds to phase 5 sounds. Children are accessing an additional phonic intervention at lunchtime as part of their afternoon reading session.</p> <p>Term 2 Year 3 and 4 children average increase of 6 words since September..</p> <p>Pupils are able to use phase 2 sounds in their reading and writing. They are beginning to recognise phase 3 sounds independently and can recognise some in their reading and uses some in their writing. Phase 3 will need to be embedded next year and children using sounds independently in their reading and writing.</p> <p>Term 3 Phonics observations and planned work reviewed as part of the overall observations for Teaching and learning. Gap analysis supporting rapid improvement – see monitoring evidence</p>
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	Sentence level work clearly planned in an effective cycle to be reiterated as homework tasks – evidence of this seen in teacher planning logs and homework evidence
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Objective 3 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?
Objective 3 Y4 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.
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<p>3.1 To improve basic sentence construction.</p>	<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>	<p>32 children – all 2.2 and 3 children</p>	<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>
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<p>Review</p>	<p>'Its only words' has impacted significantly on teachers subject knowledge and depth of understanding in terms of sentence structure and application of skills</p> <p>Evidence in pupils books and 'working walls' in the academy</p> <p>GAP analysis and effective use of assessment information informs planning and impacts positively on these outcomes.</p>
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<p>Objective 3 Years: 5</p>	<p>What will we do?</p>	<p>How much will it cost?</p>	<p>How many pupils will benefit?</p>	<p>Who will be responsible</p>	<p>What will success look like?</p>
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<p>Objective 3 Y5 To improve the use of phonics and spelling rules in independent writing.</p>	<p>Spelling intervention for all ch that don't know their high frequency words 3x per week.</p> <p>Daily precision teaching for identified children.</p>	<p>Resources £200</p>	<p>10ch all 3 on the RAG</p> <p>5ch</p>	<p>Class teachers to identify the children TAs to deliver high quality interventions. SENCo & VP to quality assure the interventions.</p>	<p>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.</p>
<p>Objective 3.1 Y5 To improve basic sentence construction.</p>	<p>Train class teachers to address sentence</p>	<p>VP time to train and provide coaching to individual teachers £2000</p>	<p>32 ch – all 3 and 2.2 on the RAG</p>	<p>Class teachers to identify the children</p>	<p>By 19.10.17 and 06.12</p>

	<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 & 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>
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Review	<p>Increased subject knowledge of TAs and teachers ensures that task allow pupils to gain confidence in using appropriate written language. Evidence in books shared at RAG meeting, parent consultations and phase meetings demonstrates high expectations and consistency in the academy.</p> <p>Strategies are used well they enhance provision and remove barriers for teachers and pupils</p>
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Objective 3 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?
<p>Objective 3 Y6 To improve the use of phonics and spelling rules in independent writing.</p>	<p>Provide specific spelling intervention – FA’s class. LD to support.</p> <p>Provide individual children with spelling support.</p>	<p>TA time Learning director time</p>	<p>All children identified from FA’s class.</p> <p>All children that are a 3 on the RAG (7ch 5boys 2 girls)</p>	<p>FA to oversee. Adults delivering the interventions. LD to monitor weekly. HOA to monitor through RAG meetings.</p>	<p>By 14.12.17 monitoring will show an improvement in spelling accuracy.</p>

<p>Objective 3.1 To improve basic sentence construction and application of GPS in independent writing.</p>	<p>Identified children will have a SPAG.com log in for personalised support.</p> <p>Provide bespoke teaching in small groups.</p>	<p>£120 subscription.</p> <p>VP times 5 days a week.</p>	<p>20 ch (all 3 and 2.2 on the RAG)</p> <p>Identified 2.2 children monitored through RAG meetings.</p>	<p>Class teachers</p> <p>Class teachers and VP</p>	<p>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.</p>
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<p>Review</p>	<p>Pupils demonstrate a greater proficiency in writing applying the skills built up in sentence work and SPAG lessons. The interventions and Provision as a result of accurate use of T assessment and test outcomes</p>
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