

2014-2015

Writing

Booster Writing
Pupil Conferencing
Interventions – precision
teaching, spelling

**Pupil
Premium**
£215,800
£9,900

Maths

Booster Groups
Numbers Count
Precision teaching
Revision Club
Mental Maths Challenge

Reading

Reading Recovery
Fischer Family Trust, Talking
Partners, Inference
BRP – Boosting Reading Potential
Accelerated Reader
Morning Reading

Enrichment

Extension Groups
Able children opps
i.e. theatre, festivals
Music Lessons

Pastoral

Behaviour support
Attendance
Residential visits
Parental Support
EAL
Early years support

Writing

Booster Writing

Pupil Conferencing

Interventions – precision teaching, spelling, phonics

Writing Responsibilities

Subject Leader	Sam Brydon
Inclusion Leader	Anna Young
Reading Recovery Leader	Jane Edwards
Reading Recovery Teacher	Lucie Davies

Booster Writing	A teacher is employed to deliver daily booster writing to specific year groups to enable them to catch up with their peers. In the Autumn term, priority is given to those children in Year 3 who achieved a 2C in their writing at end of Key Stage 1. Following the October half term, daily writing lessons are given to children who need to make accelerated progress in their writing in Year 2 – these children are usually at a level 1B. Booster writing lessons are given to Year 6 children by a class teacher – once a week in an afternoon for those children who need to make accelerated progress in their writing.
Pupil Conferencing	All teachers in Key Stage 1 and 2 undertake pupil conferencing in writing on a rolling programme. Teachers are released to discuss children’s writing individually assessing alongside the child strengths and areas for development. Priority is given to those children on Pupil Premium and need to make accelerated progress in their writing.
Precision Teaching	Teaching Assistants are trained to undertake precision teaching for those children who need a specific area of learning scaffolded and supported. They will do this in the afternoons – taking children out of class for a short time to teach a specific area.
Reading Recovery – writing aspect	Two teachers are trained in reading recovery which is primarily a reading programme but which includes a daily writing of a sentence relevant to the child or a book they have read. The children have to write the sentence accurately and then take it home to read to reconstruct with their parents.
Fast and First Phonics	All classes in Early Years and Key Stage 1 have a daily phonics lesson. This is the first lesson of every day in foundation Stage / Key Stage 1 and is then given priority as a lesson – children being able to ‘bump into the phonics’ as the day progresses.
Spelling, Punctuation and Grammar	All classes in Key Stage 2 have a daily spelling, punctuation and grammar lesson. Spelling is given the priority as it is a key improvement for the school. There is a Year 6 SPaG club after school once a week.

Maths

Booster Groups

Numbers Count

Precision Teaching

Revision Club

Mental Maths Challenge

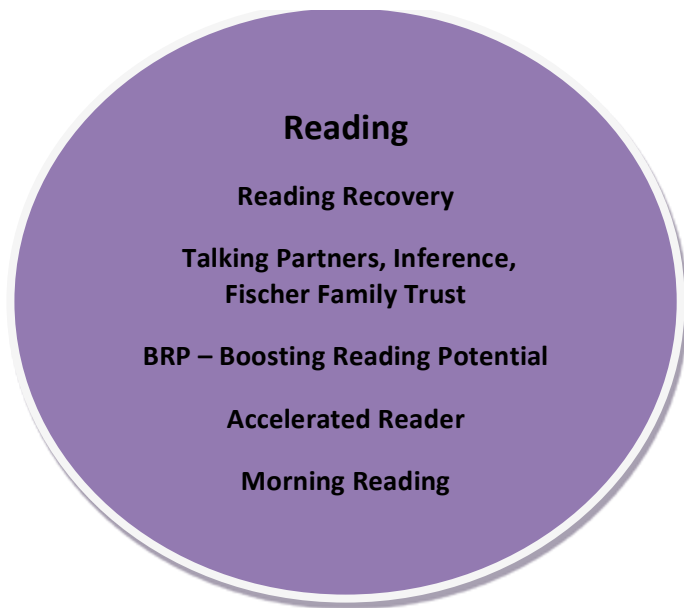
Maths Responsibilities

Subject Leader Lee Branscombe

Inclusion Leader Anna Young

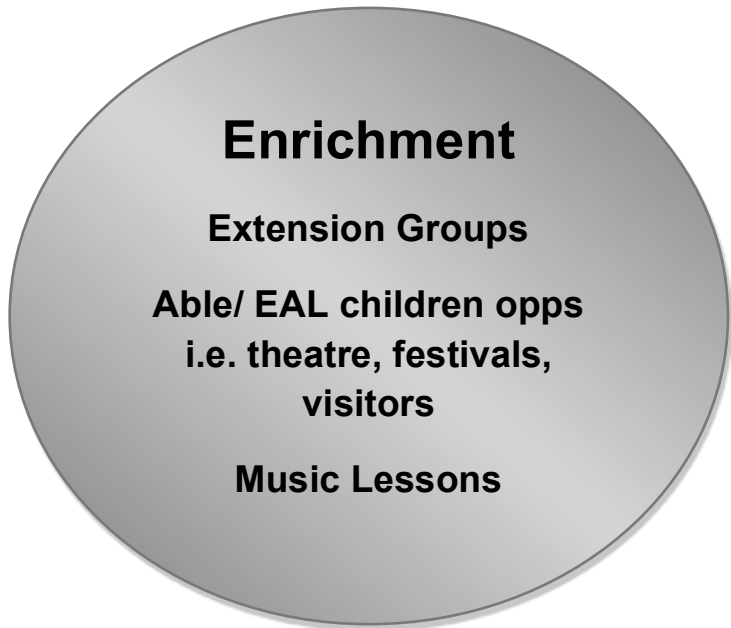
Number Count Leader Jane Edwards

Booster Groups	A teacher is employed to deliver daily booster maths to specific year groups to enable them to make accelerated progress in their learning. Following the October half term, priority is given to those children in Year 2 who are working at about a 1b. They are taught specific skills that will enable them to secure the skills and understanding of number and application of these skills. Booster maths lessons are given to Year 6 with a teacher working with small groups in the spring term on securing the four rules of number and application of those skills.
Numbers Count	A teacher is employed to deliver the Numbers Count programme to children in Years 1 -3. It is a programme of 40 lessons designed to support the lowest achieving children and enable them to make accelerated progress in their learning. It enables children to fix gaps in their learning in maths. The lessons are 3x a week for 3 children.
Precision Teaching	Teaching Assistants are trained in precision teaching for those children who need a specific skill scaffolded and over taught. They will do this intervention usually in the afternoons – taking children out of class for a short time to teach the skill.
Revision Club	Revision club for Year 6 in maths is taught after school by a teaching assistant and in the spring term in after school sessions.
Mental Maths Challenge	Each year group has a mental maths challenge which they are given to work on at home. These skills are pertinent to their age group but more able children are able to move to a higher challenge if necessary. Prizes are given to children who complete the challenge and are tested by the Headteacher in a timed test.



Reading Responsibilities	
Subject Leader	Sam Brydon
Inclusion Leader	Anna Young
Reading Recovery Leader	Jane Edwards
Reading Recovery Teacher	Lucie Davies
Librarian	Beth Lapham

Reading Recovery	Two teachers are trained to deliver the reading recovery programme daily. This programme is an early intervention reading and writing programme to enable the poorest readers to catch up with their peers. Children who are between 5y9 and 6y3 undertake the programme which runs from 16 to 20 weeks daily according to need. Each teacher has four children on the programme at any time.
Talking Partners (TP)	Two Early years Teaching Assistants are trained to deliver the Talking Partners programme which is aimed at children in the Foundation Stage who are at the early acquisition of talking and aims to build their vocabulary and talking skills. Two more staff will be trained this academic year to deliver the programme. The Teaching Assistants work with groups of 3 children for 10 weeks.
Inference	All teaching staff have been trained in the delivery of inference training to older readers who have the ability to decode text but find reading comprehension skills challenging. This programme is delivered during early morning reading in Key Stage 2 by Teaching Assistants.
Fischer Family Trust (FFT)	A Teaching Assistant has been trained to deliver this intervention programme which enables the poorest readers to catch up with their peers. It is a 20 week 1-1 programme and is being delivered to children in Key Stage 1 and Lower Key Stage 2 who have still struggled to catch up with their reading. Children are chosen who may have missed reading recovery or are new to the school.
Boosting Reading Potential (BRP)	Seven members of Support Staff are trained to deliver this intervention which is a 10 week 1-1 programme for children in Key Stage 1 or Lower Key Stage 2 to catch up with their peers in reading. Children are chosen for the programme for a range of reasons who have not yet taken off with reading – sometimes this is due to poor attendance or many changes of school.
Accelerated Reader	The school subscribes to the Accelerated Reader programme where all children in Key Stage 2 are able to read books and then challenge themselves online to a quiz to test comprehension skills. There are prizes for children who achieve a million words
Morning Reading	All class teaching assistants are paid to start teaching reading from 8:30 across Key Stage 1 and 2 and work with individuals or groups on a range of reading skills including individual reading, phonics or reading comprehension – depending on age or need. A teacher takes a small group of booster reading in Year 2 to accelerate progress.



Enrichment Responsibilities	
Inclusion Leader	Anna Clarke
Curriculum	Lee Branscombe
ASD	Philippa Pettitt
Music	Julie Smith

Extension Groups	Year group teams decide if there is scope to provide extension groups during Pupil Progress Meetings. These groups can be before school, at lunchtimes or after school and will be a range of activities including extension maths, reading, writing a newspaper, science. They are based on the needs of the children in the cohort.
Extension Opportunities	During the school year, children will be given the opportunity to take part in local events such as Science days i.e. Bright Sparks at Portsmouth High School, to meet an Author i.e. Peter Bentley – Key Stage 1 or attend a music festival. These activities can be subsidised for children on Pupil Premium where necessary. Families who have difficulty getting children to venues are able to use the school minibus.
Music Lessons	The school provides peripatetic music lessons for children in guitar, keyboard, drums and clarinet. If a child on Pupil Premium needs support to hire an instrument this could be paid by Pupil Premium at the discretion of the Governing Body.

Pastoral

Behaviour support

Attendance

Residential visits

EAL

Parental Support

Early years support

Pastoral Responsibilities

Inclusion Leader	Anna Young
Early Years Leader	Katie Moore
Attendance Officer	Stephanie Beard
Family Support Coordinator	Stephanie Fox
Pupil Support Assistant	Katie Hague
Learning Mentor	Grace Berry

Behaviour Support	A HLTA is employed to work with children with emotional or behavioural needs. She has a case load of children who are supported by her. She also works alongside the families to reduce the barriers to learning and develop social and emotional skills. Two HLTAs are ELSA trained to deliver the programme to support emotional needs.
Attendance	An Attendance Officer is employed to support families where attendance is a barrier to learning. She monitors attendance daily and works with our persistent absentees on a programme to help them attend school regularly. This may include home visits, bringing children on the minibus daily or supporting families to be organised in the mornings to get their children to school.
Residential Visits	Some children in receipt of pupil premium may be subsidised for residential visits in Key Stage 2 at the discretion of the governing body.
EAL	A HLTA is employed to support learners with English as an Additional Language. She will work alongside class teachers in providing resources or work individually/ in a group with learners to develop their vocabulary.
Parental Support	A HLTA is employed to support families of vulnerable children. She provides a listening ear, advice and directs them to appropriate services where they can be supported. She also supports those children in school.
Early Years Support	An extra Teaching Assistant is employed in Early Years to support learners with very low ability on entry – usually this is in the area of social and emotional needs or communication language and literacy. She will do small group work or specific interventions like Talking Partners to develop their skills.
Looked After Children	1-1 tuition in maths for a child in the school in the Spring term.