

2015-2016

Writing

Booster Writing
Reading Recovery/ FFT/ HiFive
Early morning activities –
spelling/handwriting
Precision teaching
Spelling Challenge

Maths

Booster Maths
Numbers Count
Precision teaching
Mental Maths Challenge

**Pupil
Premium**
£216,480
£10,800

Reading

Reading Recovery
Fischer Family Trust, Talking
Partners, Inference, High 5
BRP – Boosting Reading Potential
Accelerated Reader
Morning Reading

Pastoral

Behaviour support/ Calm Club
Attendance
ELSA/Emotional First Aid
Parental Support
EAL
Military Monsters Club
Early years support

Maths

Booster Groups

Numbers Count

Precision Teaching

Mental Maths Challenge

Maths Responsibilities

Subject Leader Helen Johnson/Ros Udy

Inclusion Leader Anna Young

Number Count Leader Jane Edwards

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| Booster Groups | A teacher is employed to deliver booster maths twice a week to specific year groups to enable them to make accelerated progress in their learning. For the Autumn term priority is being given to Year 2 who need to build their early maths skills. The groups will be reassessed for the Spring and Summer terms. They are taught specific skills that will enable them to secure the skills and understanding of number and application of these 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. For the Autumn term, priority has been given to a group of Year 1 boys who need to boost their early maths acquisition in order to access the national curriculum. |
| 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. |
| 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. |

Pastoral

Behaviour support/ Calm Club

Attendance

ELSA/ Emotional First Aid

EAL

Parental Support

Early years support

Military Monster Club

Pastoral Responsibilities

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| Inclusion Leader | Anna Young |
| Early Years Leader | Kate Linard |
| Attendance Officer | Stephanie Beard |
| Family Support Coordinator | Stephanie Fox |
| Learning Mentor | Grace Berry |

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| 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. A lunchtime calm club is provided for children who need a quieter break time in the middle of the school day. |
| 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. |
| ELSA/Emotional First Aid | An HLTA is trained to deliver the ELSA intervention to children across the school and another Teaching Assistant will shortly be trained. Other teaching assistants will shortly be able to deliver the Emotional First Aid for children with a range of social and emotional needs across the school. This can include listening skills, socially speaking, thing good feel good, anger management |
| 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 is provided for a LAC child from her pupil premium allocation. |
| Military Monsters Club | An HLTA runs an afterschool club for children whose parents are in the services. This provides an opportunity to share their anxieties and meet with other children in a similar circumstances. |

Reading

Reading Recovery

Talking Partners, Inference,
Fischer Family Trust, HI five

BRP – Boosting Reading Potential

Accelerated Reader

Morning Reading

Reading Responsibilities

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| Subject Leader | Helen Johnson/Ros Udy |
| Inclusion Leader | Anna Young |
| Reading Recovery Leader | Jane Edwards |
| Reading Recovery Teacher | Lucie Davies (January) |
| Librarian | Beth Lapham |

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| 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 peer and is 30 minutes daily. 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) | Talking Partners is used throughout the Infants delivered by Teaching Assistants who are trained to deliver the Talking Partners programme which aims to develop children's talk. In the Early Years, two teaching assistants will deliver the programme to 12 children at any given time in groups of 3. In the Autumn term three year 2 children will do the programme 3 times a week for 10 weeks then the focus will be Year 1 children. The programme will be rolled out to Year 3 in November with the training of another Teaching Assistant. |
| 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 where needed. |
| 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. The lessons are daily of 20 minutes. |
| HI Five | A Teaching Assistant is trained to deliver the Hi Five programme in Year 5. Three children will undertake the programme 4 times a week for 10 weeks. The lessons are for 20 minutes. There are two reading and two writing lessons each week. |
| Boosting Reading Potential (BRP) | Five 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 | Teaching Assistants are available from 8:30 in the morning for children who may need extra reading in school. These children come to school early receive a range of activities depending on need – phonics, spelling, reading, comprehension or handwriting. |

Writing

Booster Writing

Reading Recovery/FFT/Hi Five

Early morning activities

Precision Teaching

Spelling Challenge

Writing Responsibilities

Subject Leader Helen Johnson, Ros Udy

Inclusion Leader Anna Young

Reading Recovery Leader Jane Edwards

Reading Recovery Teacher Lucie Davies

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| Booster Writing | A teacher is employed to deliver booster writing to specific year groups to enable them to catch up with their peers. For the Autumn term, this is being undertaken by Year 2 children twice a week. They are working on building their phonics, spelling and handwriting skills. It will be then timetabled for different needs in the Spring and Summer terms. |
| Precision Teaching | Teaching Assistants are trained to undertake precision teaching for those children who need a specific area of learning scaffolded and supported. They take children out of class daily for a short time to teach a specific area. This could be spelling, phonics or an aspect of writing. |
| Early Morning activities | Teaching Assistants are available from 8:30 in the morning for children who may need extra support with their writing. These children come to school early and receive a range of activities depending on need – phonics, spelling, or handwriting. |
| Reading Recovery – writing aspect | Two teachers are trained in reading recovery which is primarily a reading programme but which includes a talk for writing element where the children orally compose their own sentence which is then written in a co- composition with the teacher. This is then used in a cut up format to reconstruct and then read to check. The sentence goes home to do 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. The children will be taking part in a spelling challenge using the national curriculum high frequency words. They will be encouraged to learn spellings at home and use them in context in school. There will be prizes awarded for completing the challenge. |