

**2016-2017**

### **Writing**

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

### **Maths**

Booster Maths  
Maths Recovery  
Precision teaching  
Mental Maths Challenge

**Pupil  
Premium**  
**£223,090**  
**£11,400**

### **Pastoral**

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

### **Reading**

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

Our pupil premium allocation is used in a range of ways but largely to support the early acquisition of reading, writing and maths skills. Two reading recovery teachers plus a range of teaching assistants are trained to deliver proven programmes to support reading and writing. Maths Recovery is also used to support the learning of maths skills particularly involving language. The interventions are monitored regularly to ensure there is impact and value for money.

We also support a range of social and emotional needs of the children in the school providing a strong pastoral team who can support the children and families in our care.

In the school there are significant barriers to learning for many children – poor literacy/oracy skills on entry, a growing population of children with EAL and many social and emotional needs for families due to our catchment.

# Maths

**Booster Groups**

**Maths Recovery**

**Precision Teaching**

**Mental Maths Challenge**

## Maths Responsibilities

Subject Leaders

Helen Johnson/Ros Udy

Inclusion Leader

Anna Young

Maths Recovery Leader

Jane Edwards

<b>Booster Groups</b>	Maths booster groups are provided as necessary in different year groups depending on need. In Pupil progress meetings, the children's progress is analysed and a teacher may decide to provide some booster teaching for a group of learners. These lessons are delivered at suitable times during the day depending on the year group.
<b>Maths Recovery</b>	This intervention is planned and taught using the theory and model of Numbers Count. It is mainly delivered to children in Key Stage 1. Children are taught in either 1:1, 1:2 or 1:3 ratios, according to need; three times a week for approximately ten weeks. The lessons are between 20-30 minutes duration. It enables children to fix gaps in their learning and boost their early maths skills and knowledge in order to access the National Curriculum.
<b>Precision Teaching</b>	Teaching Assistants are trained in precision teaching for those children who need a specific skill scaffolded and over taught. They will do this intervention during the day – taking children out of class for a short time to teach the skill.
<b>Mental Maths Challenge</b>	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. Each year group have three levels of challenge for the children to complete.

# Pastoral

**Behaviour support/ Calm Club**

**Attendance**

**ELSA/ Emotional First Aid**

**EAL**

**Parental Support**

**Early years support**

**Military Monster Club**

## Pastoral Responsibilities

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

<b>Behaviour Support</b>	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 – this is supported by a lunchtime supervisor. A behaviour club is provided at lunchtime where needed to support the behaviour policy.
<b>Attendance</b>	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 or supporting families to be organised in the mornings to get their children to school.
<b>ELSA/Emotional First Aid</b>	An HLTA is trained to deliver the ELSA intervention to children across the school and other teaching assistants are trained 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, think good feel good, anger management. A further HLTA will be trained in ELSA this year.
<b>EAL</b>	A HLTA is employed to support learners with English as an Additional Language. She works alongside class teachers in providing resources or work individually/ in a group with learners to develop their vocabulary.
<b>Parental Support</b>	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.
<b>Early Years Support</b>	Two extra Teaching Assistants are 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.
<b>Military Monsters Club</b>	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, High five

BRP – Boosting Reading Potential

### Morning Reading

## Reading Responsibilities

Subject Leaders	Helen Johnson/Ros Udy
Inclusion Leader	Anna Young
Reading Recovery Leader	Jane Edwards
Reading Recovery Teacher	Lucie Davies
Librarian	Tracy Bottrell

<b>Reading Recovery</b>	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 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.
<b>Talking Partners (TP)</b>	Talking Partners is used throughout the school and is delivered by Teaching Assistants who are trained to deliver the Talking Partners programme which aims to develop children's talk. In the Early Years, 1 teaching assistant works with six children every day for ten weeks. They begin mid-Autumn term and deliver two programmes. In Key Stage 1 and Key Stage 2, there are two trained teaching assistants. Each term three children work 3 times a week for ten weeks.
<b>Inference</b>	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 or as part of Guided Reading in class.
<b>High Five</b>	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.
<b>Fischer Family Trust (FFT)</b>	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.
<b>Boosting Reading Potential (BRP)</b>	Each term four Teaching Assistants deliver this reading programme to three children 3x a week for ten weeks, covering Years 1-4. 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.
<b>Morning Reading</b>	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 Leaders                      Helen Johnson, Ros Udy

Inclusion Leader                        Anna Young

Reading Recovery Leader            Jane Edwards

Reading Recovery Teacher        Lucie Davies

<b>Booster Writing</b>	Booster writing lessons are delivered by teachers during school time depending on the needs in the year groups. These needs are decided in Pupil Progress meetings and could support a range of needs – handwriting, spelling, or writing skills.
<b>Precision Teaching</b>	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.
<b>Early Morning activities</b>	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.
<b>High Five</b>	The focus for day four and five of this intervention is writing. There are explicit links made between the reading skills and knowledge and day 1 and 2. The aim is to write for a purpose.
<b>Reading Recovery – writing aspect</b>	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 practise with their parents.
<b>Fast and First Phonics</b>	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.
<b>Spelling, Punctuation and Grammar</b>	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 take part in a spelling challenge using the national curriculum high frequency words. They are encouraged to learn spellings at home and use them in context in school. There are prizes awarded for completing the challenge. Each year group have three levels of spelling challenge.
<b>Spelling Challenge</b>	Each year group use the national curriculum spelling lists to support three graded spelling challenges. Children are encouraged to learn the words at home and get a prize in assembly when they successfully complete a challenge.