

## Pupil Premium Impact Assessment

### Pupil Premium Strategy 2017-2018

NOR	541 as 09.01.18
Number and percentage of pupils eligible for PP funding	Funded for 171 (31.6%) Currently 154 PP on roll
Academy Deprivation Index	0.39 (Top 20%)
Nominated member of AAB	Steve Allan
AAB PP Review dates	28/09/17 Full AAB 6pm, 23/11/17 Standards Working Group 3pm, 07/12/17 Full AAB 6pm, 22/03/18 Standards Working Group 3pm, 26/04/18 Full AAB 6pm, 24/05/18 Standards Working Group 3pm, 12/07/18 Full AAB 6pm
Total Budget allocation	£225,720

### Outcomes of Previous Academic year

EYFS (GLD)	<b>Stable 56%</b> (29/52) <b>Non Roma 79%</b> (27/34) <b>Disadvantaged 67%</b> (4/6) <b>Non-Disadvantaged 54%</b> (25/46)
Key Stage 1 Reading	<b>Stable 51%</b> (34/67) <b>Non Roma 67%</b> (33/49) <b>Disadvantaged 58%</b> (11/19) <b>Non-Disadvantaged 48%</b> (23/48)
Key Stage 1 Writing	<b>Stable 52%</b> (35/67) <b>Non Roma 67%</b> (33/49) <b>Disadvantaged 53%</b> (10/19) <b>Non-Disadvantaged 52%</b> (25/48)
Key Stage 1 Maths	<b>Stable 64%</b> (43/67) <b>Non Roma 82%</b> (40/49) <b>Disadvantaged 74%</b> (14/19) <b>Non-Disadvantaged 60%</b> (29/48)
Key Stage 1 Combined	<b>Stable All 57%</b> (29/51) <b>Non Roma 57%</b> (28/49) <b>Disadvantaged 47%</b> (9/19) <b>Non-Disadvantaged 42%</b> (20/48)
Key stage 2 Reading	<b>Stable 38%</b> (30/79) <b>Non Roma 47%</b> (28/59) <b>Disadvantaged 43%</b> (18/42) <b>Non-Disadvantaged 32%</b> (12/37)
Key stage 2 Writing	<b>Stable 73%</b> (58/79) <b>Non Roma 86%</b> (51/59) <b>Disadvantaged 55%</b> (23/42) <b>Non-Disadvantaged 95%</b> (35/37)
Key stage 2 Maths	<b>Stable 68%</b> (54/79) <b>Non Roma 83%</b> (49/59) <b>Disadvantaged 48%</b> (20/42) <b>Non-Disadvantaged 92%</b> (34/37)
Key Stage 2 Combined	<b>Stable 37%</b> (29/79) <b>Non Roma 46%</b> (27/59) <b>Disadvantaged 24%</b> (10/42) <b>Non-Disadvantaged 51%</b> (19/37)

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

### Underachievement in Reading

The school has met the floor standard for progress in reading, writing and maths in 2016 and 2017. The school has a very high percentage of NTE and EAL pupils and extremely high mobility. Attainment in reading is better for our more stable Non Roma pupils. However, improving standards in reading remains the main priority across every cohort in school in order to tackle the challenge of severe language deprivation and high mobility.

### EYFS

There has been a significant increase in GLD between 2016 and 2017. In 2016 Whetley GLD was 48% for all pupils and 2017 was 56%. This includes a high number of NTE pupils (mainly Roma) who are new to school in FS2. For example in 2017 there were 18 NTE Roma pupils and in 2016 there were 11 NTE Roma pupils who joined us in the Summer term of FS2. For our more stable Non Roma pupils in 2016 63% of pupils achieved a GLD and in 2017 79% of pupils achieved a GLD – this is a 16% increase and a 10% increase in 2016 national GLD.

Our disadvantaged FS2 pupils achieved higher than other pupils in 2016 and 2017. In 2016 73% achieved a GLD compared to 42% for other children and in 2017 67% achieved a GLD compared to 54%.

### Year 2

There is a 6% increase in reading for EXS since 2016, (45% in 2016 to 51% in 2017), for all pupils and GD increased from 0% to 7%. This is still significantly below EXS national outcomes. (2016 National is 74% and 2017 TBC) The school has a high number of New to English and English as an Additional Language pupils which included 18 Year 2 Roma pupils in 2017. Most of the Roma pupils are NTE and have missed a large amount of their EYFS and Year 1 education. Year 2 Non Roma outcomes are higher at 67% as these are our more stable pupils. This percentage is only 7% below the National outcome for 2016 and the Non Roma group still includes 3 SEN pupils including 1 with an EHCP, 2 with one previous school and one pupil with three other schools including a re-admit to Whetley and two re-admits to Whetley.

Our 2017 disadvantaged outcomes are 58% EXS and 5% GD. This is a large increase from 2016 where it was 40% EXS and 0% GD. The EXS includes 7 NTE Roma pupils including 1 with SEN, one pupil with three previous schools including one re-admit to Whetley. In Year 2 2017 our disadvantaged pupils achieved higher than non-disadvantaged (58% compared to 51%) Our disadvantaged pupils are mostly stable and Non Roma.

## **Year 6**

There is a 2% increase in reading for EXS since 2016, (36% in 2016 to 38% in 2017), for all pupils and GD was doubled from 4% to 8%. This is still significantly below EXS national outcomes. (2016 is 66% and 2017 is 71%) The school has a high number of New to English and English as an Additional Language pupils which included 20 Year 6 Roma pupils in 2017. Most of the Roma pupils are NTE and have missed a large amount of their primary education. Four arrived in Year 5/6. Year 6 Non Roma outcome is higher at 47% as these are our more stable pupils. However, this group includes 11 SEN pupils, 5 with one previous school and two re-admits to Whetley, (one pupil with three readmits).

Our 2017 disadvantaged outcomes are 43% and 2% GD. This is a large increase from 2016 where it was 24% EXS and 0% GD. This includes 17 NTE Roma pupils. 13 out of the 17 NTE Roma pupils were SEN. There is a very high rate of mobility in this cohort as 10 have other previous schools, one with two previous schools and one with five. There has been 7 re-admits to Whetley – one being re-admitted three times.

## **Year 2 Writing and Maths**

For our more stable Non Roma pupils in 2017 67% achieved EXS in writing, which is 2% above the 2016 National (65%) and 4% above 2016 results which was 63%. Our disadvantaged pupils achieved 53% in 2017 which is below the 2016 National of 70%. Our disadvantaged pupil data includes Roma and SEN pupils and a high level of mobility.

For our more stable Non Roma pupils in 2017 84% achieved EXS in maths, which is 11% above the 2016 National. Our disadvantaged pupils achieved 74% in 2017 which is mainly in line with the 2016 National of 77%.

## **Year 6 Writing and Maths**

For our more stable Non Roma pupils in 2017 86% achieved EXS in writing, which is 10% above the National (76%) and in 2016 Non Roma achieved 73% EXS which is in line with the 2016 National of 74%. Our disadvantaged pupils achieved 55% in 2017 which is below the 2016 disadvantaged National of 79%. Our disadvantaged pupil data includes 10 Roma, 9 with SEN and a high level of mobility.

For our more stable Non Roma pupils in 2017 83% achieved EXS in maths, which is 8% above the 2017 National of 75%. Our disadvantaged pupils achieved 48% in 2017 which is below the 2016 disadvantaged National of 76%. Our disadvantaged pupil data includes 15 Roma, 13 with SEN and a high level of mobility.

### Current Pupils

	% Eligible	% LAP	% MAP		% HAP
<b>FS1</b>	11% (5/47)	100% (5/5)			
<b>Specific Intervention Need</b>		1. 30 hours FS1 2. Oracy interventions beyond QFT. Time to talk and Early Talk Boost.			
<b>FS1 Action Plan</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>
1. 30 hours FS1 provision	All PP children to have 30 hours free education.	£50 per week (£1,900 for the academic year).	4 PP pupil	SW	Child attends full time FS1 every day. Child's progress is accelerated.
2. Oracy interventions	Identify and target additional oracy interventions for LAP PP pupils who need it.	Additional resources/Support for learning. £500	3 PP pupil	SW/TB	Confidence and capability in oracy is increased. Pupil progress tracked using Oracy Assessment Framework.

<b>End of year review July 2018</b>	R – 3 pupils ARE R – 4 expected progress, 1 better than expected progress W – 3 pupils ARE W – 4 pupil expected progress M – 3 pupils ARE M – 4 pupils expected progress, 1 better than expected progress.				
<b>FS2</b>	16% (9/56)	100% (12/12)			
<b>Specific Intervention Need</b>		1. Oracy interventions e.g. Early Talk Boost. 2. Reading, writing and maths interventions			
<b>FS2 Action Plan</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>
1. Oracy interventions e.g. Early Talk Boost. a.	Provide additional oracy interventions for all LAP PP pupils beyond QFT.	Additional resources/support for learning. £1000	8 PP pupils	FS2 staff	Confidence and capability in oracy is increased. Pupil progress tracked using development matters C+L

2. writing interventions.	Using objective-led planning children will be targeted within provision. This will include targeting for able pupil to achieve exceeding.	Additional resources/support for learning £1000.	9 PP pupils	FS2 staff	Academic gap closed for PP pupils and GLD and GLD+ achieved.
3. 3.Maths interventions	Using objective-led planning children will be targeted within provision. This will include targeting for able pupil to achieve exceeding.	Additional resources/support for learning £1000.	9 PP pupils	FS2 staff	Academic gap closed for PP pupils and GLD and GLD+ achieved.
4. Daily reading	Daily guided reading sessions to ensure PP pupils achieve reading ELG.	Additional resources/support for learning £1000.	7 PP pupils	FS2 staff	Academic gap closed for PP pupils and GLD and GLD+ achieved.
5. NtE support	Using objective-led planning children will be targeted within provision.	Additional resources/support for learning £1000.	1 pupil	FS2 staff	Academic gap closed for PP pupils
6. Fastrack Letterland	Daily Letterland session recapping taught phonemes	Additional resources/support for learning £1000.	2 pupils	FS2 staff	Academic gap closed for PP pupils

<p><b>End of year review July 2018</b></p> <p><b><u>GLD Outcomes 2018</u></b></p> <p><b>55% All</b></p> <p><b>50% DV (2 SEN pupils)</b></p>	<p><b>1. C+L – 6 pupils working ARE</b>          C+L - 5 better than expected progress 7 expected progress</p> <p><b>2. W – 1 pupil working GD, 5 pupils working ARE.</b>          W - 5 better than expected progress, 7 expected progress</p> <p><b>3. M – 1 pupil working GD, 5 pupils ARE</b>          M - 5 better than expected progress, 7 expected progress</p> <p><b>4. R – 6 pupils ARE</b>          R - 4 pupils better than expected progress, 8 pupil expected progress</p>				
<p><b>Y1</b></p>	<p>22% (12/55)</p>	<p>83% (10/12)</p>	<p>17% (2/12)</p>		
<p><b>Specific Intervention Need</b></p> <p><b>Objective Number</b></p>	<p>1. Early Talk and Talk Boost          2. Phonics Booster          3. Daily 1:1 Reading          4. Writing Booster          5. Numbers &amp; Patterns 4</p>				
<p><b>Y1 Action Plan</b></p>	<p><b>What will we do?</b></p>	<p><b>How much will it cost?</b></p>	<p><b>How many pupils will benefit?</b></p>	<p><b>Who will be responsible</b></p>	<p><b>What will success look like?</b></p>
<p>1. Oracy interventions e.g. Early Talk and Talk Boost.</p>	<p>Provide additional oracy interventions for all LAP PP pupils beyond QFT.</p>	<p>Additional resources/support for learning.          £1000</p>	<p>11 PP pupils</p>	<p>Yr 1 staff</p>	<p>Confidence and capability in oracy is increased. Pupil progress tracked using Oracy Assessment Framework.</p>

2. Letterland Phonics Booster.	Provide additional Letterland phonics for all LAP PP pupils sessions 3 x per week.	LSA costs. £11,200 Additional resources. £1000	10 PP pupils	NR	Children pass the Yr 1 phonics screening test. New arrivals/NTE/SEN pupils make good progress towards national expectation.
3. 1:1 Reading	Provide daily 1:1 reading sessions for all LAP PP pupils.	Real books including challenging texts. £1000	12 PP pupils	Yr 1 staff	Increased attainment and accelerated progress. Children achieve national expectation or make good or better progress in reading.
4. Writing boosters	Provide writing boosters x 3 per week for all LAP PP pupils.	Additional Resources £500	12 PP pupils	All Yr 1 staff	Increased attainment and accelerated progress. Children achieve national expectation or make good or better progress in writing.
5. Maths intervention	Provide Maths Numbers and Patterns 4 intervention x 3 per week for all LAP PP pupils.	Maths equipment. £1000	12 PP pupils	All Yr 1 staff	Increased attainment and accelerated progress. Children achieve national expectation or make good or better progress in Maths.



<p><b>End of year review July 2018</b></p> <p><b>Phonics Outcomes 2018</b></p> <p><b>69% All</b></p> <p><b>66% DV</b></p>	<p>1. 12 children have made expected progress.</p> <p>2. 8 children have moved up 3 book bands. 4 pupils moved up 4 book bands.</p> <p>3. 10 children have made expected progress. 2 pupils have made better than expected progress.</p> <p>4. 2 children have made better than expected progress in the arithmetic test and are now a 2.1. 9 children have made expected progress.</p> <p>5 now working ARE in writing. 2 moved from 2.2 to 2.1</p> <p>5 now working ARE in maths.</p>				
Y2	19% (15/77)	60% 9/15)	40% (6/15)	N/A	
<p><b>Specific Intervention Need</b></p> <p><b>Objective Number</b></p>		<p>1. Talk Boost</p> <p>2. Phonics Booster</p> <p>3. Daily Reading</p> <p>4. Reading Booster Club</p> <p>5. Writing Booster</p> <p>6. Maths Booster</p> <p>7. Saturday/ Holiday SATs Boosters</p>	<p>2. Phonics Booster</p> <p>3. Daily Reading</p> <p>4. Reading Booster Club</p> <p>7. Saturday/ Holiday SATs Boosters</p>		
Y2 Action Plan	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
1. Oracy interventions e.g. Early Talk and Talk Boost.	Provide additional oracy interventions for all LAP PP pupils beyond QFT.	Additional resources/support for learning. £1000	10 PP pupils	All Yr 2 staff	Confidence and capability in oracy is increased. Pupil progress will be tracked

					using Oracy Assessment Framework.
2. Letterland Phonics Booster.	Provide additional Letterland phonics for all LAP and MAP PP pupils sessions 3 x per week.	Additional resources. £1000 (plus LSA costs of 11,200 inc. above)	4 PP pupils	NA	Children pass the Yr 2 resit phonics screening test. New arrivals/NTE/SEN pupils make good progress towards national expectation.
3. 1:1 Reading	Provide daily 1:1 reading sessions for all LAP and MAP PP pupils.	Real books including challenging texts. £2000	14 PP pupils	All Yr 2 staff	Increased attainment and accelerated progress. Children achieve national expectation or make good or better progress in reading.
4. Reading Booster Club	Provide Reading booster 1 x per week for all LAP and MAP PP pupils.	Fiction and Non-fiction books including challenging texts. £1000	14 PP pupils	AB	Increased attainment and accelerated progress. Children achieve national expectation or make good or better progress in reading.
5. Writing boosters	Provide writing boosters for LAP PP Pupils x 3 per week for all LAP PP pupils.	Resources. £500	12 PP pupils	All Yr 2 staff	Increased attainment and accelerated progress. Children achieve national expectation or make good or better progress in writing.

6. Maths intervention	Provide Maths intervention for LAP PP pupils x 3 per week.	Maths equipment. £1000	9 PP pupils	All Yr 2 staff	Increased attainment and accelerated progress. Children achieve national expectation or make good or better progress in Maths.
7. Saturday/ Holiday boosters.	Provide Saturday/ Holiday booster sessions for R,W and M for all LAP and MAP PP pupils.	Staffing costs. £7000 Additional Resources. £500	14 PP pupils	SM, HC, AB	Increased attainment and accelerated progress. Children achieve national expectation or make good or better progress in reading.
8. <a href="#">Handwriting Intervention/Booster</a>	Additional handwriting intervention sessions and club beyond daily practise for LAP and MAP PP pupils.	Handwriting club staffing. £1000	5 PP pupils	NK	Children will have improved letter formation.

<p><b>End of year review July 2018</b></p> <p><b><u>KS1 SATs Outcomes 2018</u></b></p> <p><b>R - 40% All / 54% DV</b></p> <p><b>W- 45% All / 46% DV</b></p> <p><b>M- 53% All/ 69% DV</b></p>	<ol style="list-style-type: none"> <li>All children made expected progress using the Oracy Assessment Framework.</li> <li>All children made progress in phonics screening scores. One has made accelerated progress. All children have moved up in book band levels.</li> <li>All 15 children made progress in their reading. All children have moved up in book band levels. 9 pupils have moved up 3 book bands and 6 pupils have moved up 4 book bands.</li> <li>All children made progress. 2 have moved from 3 to 2.2    2 have moved from 2.2 to 2.1    1 has moved from 2.2 to 1.</li> <li>All children made progress in reference to the Writing ITAF.</li> <li>All children made good progress in their daily arithmetic tests. 1 child has moved from a 2.2 to 2.1    3 children have moved up from 2.2 to 2.1. 2 are working at ARE.</li> </ol>				
<p><b>Y3</b></p>	<p>30% (19/62)</p>	<p>11/19 = 58%</p>	<p>6/19 = 31%</p>	<p>2/19 = 11%</p>	
<p><b>Specific Intervention Need</b></p> <p><b>Objective Number</b></p>		<ol style="list-style-type: none"> <li>Phonics boosters</li> <li>Spellings boosters</li> <li>1:1 reading</li> </ol>	<ol style="list-style-type: none"> <li>Spellings boosters</li> </ol>	<ol style="list-style-type: none"> <li>Maths GD intervention</li> </ol>	
<p><b>Y3 Action Plan</b></p>	<p><b>What will we do?</b></p>	<p><b>How much will it cost?</b></p>	<p><b>How many pupils will benefit?</b></p>	<p><b>Who will be responsible</b></p>	<p><b>What will success look like?</b></p>
<ol style="list-style-type: none"> <li>Phonics Boosters.</li> </ol>	<p>Provide additional phonics for all LAP PP pupils sessions 3 x per week.</p>	<p>Additional Resources. £500</p>	<p>9 PP pupils</p>	<p>Yr 3 staff</p>	<p>Improvement of phonics skills that accelerates progress in reading and writing.</p>

2. Spelling Boosters.	Provide additional spelling sessions 3x per week for LAP and MAP PP pupils.	Spelling games and activities. £300	15 PP pupils	Yr 3 staff	Increase knowledge of spelling patterns and high frequency words. Pupils transfer these skills into their writing.
3. 1:1 Reading	Provide 1-1 reading sessions for all LAP PP pupils x 3 per week.	Real books including challenging texts. £1000	9 PP pupils	Yr 3 staff	Increased attainment and accelerated progress. Children achieve national expectation or make good or better progress in reading.
4. Maths GD intervention	Provide Maths GD intervention for all HAP PP pupils x 3 per week.	Maths resources. £300	2 PP pupils	Yr 3 staff	Children achieve GD in maths.
<b>End of year review July 2018</b>	<p><b>1.</b> Phonics boosters 3 x per week. Impact: 7/9 pupils achieved phase 6.</p> <p><b>2.</b> Spellings boosters 1 x per week. Impact 12/15 pupils scored 20+ in common spellings KS1 and 30+ in yr 3/4 ARE spellings from a baseline of less than 10 in each test.</p> <p><b>3.</b> 1:1 reading using colour band books; before school boosters – 5 days a week and during PE lessons – twice a week. Impact: 7/9 pupils moved up 4 book bands. 2/9 pupils moved up 3 book bands.</p> <p><b>4.</b> Through focus marking and feed forward, DV pupils achieved GD Rag Rating from 2.1.</p>				

Y4	32% (27/85)	12/27 = 44%	15/27 = 56%		
Specific Intervention Need		1. Phonics boosters 2. Spellings boosters 3. 1:1 reading	2. Spellings boosters 4. Maths GD intervention	4. Maths GD intervention	
Objective Number					
Y4 Action Plan	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
1. Phonics Boosters	Provide additional phonics for all LAP PP pupils sessions 3 x per week.	Additional resources. £500.	8 PP pupils	Yr 4 staff	Improvement of phonics skills that accelerates progress in reading and writing.
2. Spelling Boosters	Provide additional spelling sessions 3x per week for LAP and MAP PP pupils.	Spelling games and activities. £300	18 PP pupils	Yr 4 staff	Increase knowledge of spelling patterns and high frequency words. Pupils transfer these skills into their writing.
3. 1:1 Reading	Provide 1:1 reading sessions for all LAP PP pupils x 3 per week.	Real books including challenging texts. £1000	8 PP pupils	Yr 4 staff	Increased attainment and accelerated progress. Children achieve national expectation or make good or better progress in reading.

4. Maths GD intervention	Provide Maths GD intervention for all HAP PP pupils x 3 per week.	Maths resources/equipment. £500	15 PP pupils	Yr 4 staff	Children achieve GD in maths.
<b>End of year review July 2018</b>	<p><b>1.</b> Phonics boosters 3 x per week. Impact: 7/8 pupils achieved phase 6.</p> <p><b>2.</b> Spellings boosters 1 x per week. Impact 14/18 pupils scored 20+ in common spellings KS1 and 30+ in yr 3/4 ARE spellings from a baseline of less than 10 in each test.</p> <p><b>3.</b> 1:1 reading using colour band books; before school boosters – 5 days a week and during PE lessons – twice a week. Impact: 7/8 pupils moved up 4 book bands. 1/8 pupils moved up 3 book bands.</p> <p><b>4.</b> Through focus marking and feed forward, 10 DV pupils achieved GD Rag Rating from 2.1 and 1.</p>				
<b>Y5</b>	32% (28/88)	50% (14/28)	43% (12/28)	7% (2/28)	
<b>Specific Intervention Need</b>		<ol style="list-style-type: none"> <li>1. Times tables booster</li> <li>2. Spellings / phonics booster</li> <li>3. Guided reading group</li> <li>4. Handwriting booster</li> <li>5. 1:1 Reading</li> </ol>	<ol style="list-style-type: none"> <li>1. Times tables booster</li> <li>2. Spellings booster</li> <li>3. Guided reading group</li> <li>4. Handwriting booster</li> <li>5. 1:1 Reading</li> </ol>	<ol style="list-style-type: none"> <li>1. Times tables booster</li> <li>2. Spellings booster</li> <li>3. Guided reading group</li> <li>4. Handwriting booster</li> </ol>	
<b>Objective Number</b>					

Y5 Action Plan	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will success look like?
1. Times tables booster	Provide times tables booster sessions for LAP, MAP and HAP PP pupils.	Times tables games £300	24 PP pupils	All Yr 5 staff	Improved mental arithmetic scores. Increased confidence and speed in solving reasoning questions.
2. Spellings/ phonics booster	Provide additional spelling and phonics sessions for LAP, MAP and HAP PP pupils.	Spelling games and resources £500.	24 PP pupils	All Yr 5 staff	Increase knowledge of spelling patterns and high frequency words. Pupils transfer these skills into their writing.
3. Guided reading group	Teach additional guided reading sessions for LAP, MAP and HAP PP pupils 3 x per week.	Additional Fiction and Non-Fiction books. £2000	24 PP pupils	All Yr 5 staff	Children's RIC skills are improved.
4. Handwriting Intervention/Booster	Additional handwriting intervention sessions and club beyond daily practise for LAP, MAP and HAP PP pupils.	Handwriting club staffing. £1000	11 PP pupils	All Yr 5 staff	Children are able to join their writing neatly and confidently.
5. 1:1 Reading	Provide 1:1 reading sessions for targeted LAP and	Real books including challenging texts. £3000	26 PP pupils	Yr 5 staff	Increased attainment and accelerated progress.



	MAP PP pupils x 3 per week.				Children achieve national expectation or make good or better progress in reading.
6. <a href="#">After school reading club</a>	Deliver a weekly reading comprehension booster to targeted pupils.	Additional resources £500	20 PP pupils	Yr 5 staff	Increased attainment and progress in reading. Children will develop their inference skills.
7. <a href="#">Debate club</a>	Deliver a weekly debate group that encourages children to extend and deepen their ability to use language for the purpose of discussing a range of arguments.	Additional resources £500	20 PP pupils	LS	Increased ability to use appropriate language for a range of contexts deepening understanding of English spoken language.
<b>End of year review July 2018</b>	<p>1. Writing - 18/28 achieved ARE. 4 progressed from 3 to 2.2.</p> <p>2. Maths - 19/28 achieved ARE. 5 made better than expected progress. 6 progressed from 3 to 2.2.</p> <p>3. Reading – 14/28 achieved ARE. 5 progressed from 3 to 2.2.</p>				
<b>Y6</b>	56% (47/84) 21% (20/84) Roma	55% 26/47	36% 17/47	9% 4/47	
<b>Specific Intervention Need</b>		1. Handwriting Booster 2. 1:1 reading. 3. Saturday and holiday boosters for R,W,M.	2. 1:1 reading 3. Saturday and holiday boosters for R,W, M. 4. Reading Booster	4. Reading Booster 5. Focussed Maths sessions to target pupils who can achieve greater depth.	
<b>Objective Number</b>					

Y6 Action Plan	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible	What will we do?
1. Handwriting Intervention/Booster	Additional handwriting intervention and club beyond daily practise for LAP PP pupils.	Handwriting club staffing £1000	20 PP pupils	Yr 6 staff and LSA for handwriting clubs.	Children are able to join their writing neatly and confidently.
2. 1:1 Reading	Provide 1:1 reading sessions for identified PP pupils x 3 per week.	LSA staffing. £5,000 Real books including challenging texts. £2000	12 PP pupils	KS2 LSAs	Increased attainment and accelerated progress. Children achieve national expectation or make good or better progress in reading.
3. Saturday and holiday boosters for R,W,M.	Deliver Saturday and school holiday boosters for R, W M to targeted pupils.	Staffing costs £10,000	PP pupils will be targeted throughout the year to attend using RAG tracking.	Upper KS2 teachers and LSAs	Increased attainment and accelerated progress. Children achieve national expectation or make good or better progress in R,W,M.
4. Reading Booster after school.	Deliver a weekly reading comprehension booster to targeted pupils.	Additional resources £500	24 PP pupils	JT/SD	Increased attainment and progress in reading. Children will develop their inference skills.

<p>5. Focused Maths sessions to target pupils who can achieve greater depth.</p>	<p>Deliver daily maths intervention targeting higher ability pupils who can achieve greater depth.</p>	<p>Additional resources £500</p>	<p>18 PP Pupils</p>	<p>JT/SD/JS/AM</p>	<p>Increased attainment and progress in maths at greater depth.</p>
<p><b>End of year review July 2018</b></p> <p><b><u>KS2 SATs Outcomes 2018</u></b>  <b>R - 49% All / 44% DV</b>  <b>W- 73% All / 62% DV</b>  <b>M- 73% All/ 64% DV</b></p> <p><b><u>Progress</u></b>  <b>R = -0.6 All / +0.3 DV</b>  <b>W- +3.8 All / +4.7 DV</b>  <b>M- +2.9 All/ +4.1 DV</b></p>		<ol style="list-style-type: none"> <li>1. Pupils who attended Handwriting club all met ARE in handwriting.</li> <li>2. DV pupils made more progress in Reading than other pupils. Overall DV pupils made at least expected progress +0.3</li> <li>3. Maths boosters had a positive impact. All DV pupils who attended increased their scaled score by at least 8 points. Progress for maths +4.1 for DV pupils.</li> <li>4. 25 target pupils in reading booster were a RAG 1 at end of year from a 2.2</li> <li>5. Writing progress +4.7 for DV pupils. All pupils made better than expected progress with 8 pupils making outstanding progress.</li> </ol>			