

Choppington Primary School: 2015-2017 Pupil Premium Strategy Statement



1. Summary information			
Total number of pupils	107	Number of pupils eligible for pupil premium funding	65 pupils (59% of total on roll)
Number of pupil premium children in each year group: Nursery= 8 Reception= 7 Yr1= 9 Yr2=3 Yr3=11 Yr4=9 Yr5= 5 Yr6=11			
Total pupil premium budget:	£75,000	Amount per pupil: Yrs Reception to 6 =£1,320 Early Years =£300 CLA=£1,900	
Date of external pupil premium review: September 2016		Date of internal half termly reviews: 17/10/16, 12/12/2016, 13/2/17, 3/4/17, 22/5/17 & 10/7/2017	

**** = Figures to be added after publication of validated RAISEonline in 2017.**

The National Average for all pupils will be replaced by the National Averages for others nationally.

2. Early Years: Children achieving a Good Level of Development in 2016 (Reception class)		
	<i>Attainment of our children eligible for the Early Years pupil premium funding. 9 children</i>	<i>Provisional national averages for others nationally</i>
% achieving a Good Level of Development (GLD)	56% (gap of -13.3%)	NA All = 69.3%

3. End of Key Stage 1 (Year 2) 2016 Attainment Figures		
	<i>Attainment of our Year 2 pupils eligible for pupil premium funding. 11 pupils.</i>	<i>Provisional national averages for others nationally</i>
% reaching expected standard in reading, writing & maths	46.2% (gap of -14.1%)	NA All = 60.3%
% reaching a high score/working at greater depth in reading, writing	0%	NA All = 8.9%

% reaching expected standard in reading	69.2% (gap of -4.8%)	NA All = 74%
% reaching a high score/working at greater depth in reading	0%	NA All = 24%
% reaching expected standard in writing	61.5% (gap of -4%)	NA All = 65%
% reaching a high score/working at greater depth in writing	0%	NA All = 13%
% reaching expected standard in maths	61.5% (gap of -11.1%)	NA All = 73%
% reaching a high score/working at greater depth in maths	0%	NA All = 18%

4. End of Key Stage 2 (Year 6) 2016 Attainment Figures and Progress Key Stage 1 to Key Stage 2		
The cohort is under 11 pupils, so not included in performance tables.	<i>Attainment of our Year 6 pupils eligible for pupil premium funding (x pupils).</i>	<i>National averages for others nationally</i>
% reaching expected standard in reading, writing & maths	0% (-53.2% gap)	NA All = 53%
% reaching a high score/working at greater depth in reading, writing & maths	0%	NA All = 5%
% making expected progress in reading, writing and maths	33% **	NA All = 0
% reaching expected standard in reading	25% (-40.6% gap)	NA All = 66%
% reaching a high score/working at greater depth in reading	0%	NA All = 19%
% making expected progress in reading	17% **	NA All = 0
% reaching expected standard in writing	12.5% (-61.5% gap)	NA All = 74%
% reaching a high score/working at greater depth in writing	0%	NA All = 15%
% making expected progress writing	0% **	NA All = 0

% reaching expected standard in maths	12.5% (-57.2% gap)	NA All = 70%
% reaching a high score/working at greater depth in maths	0%	NA All = 17%
% making expected progress in maths	33% **	NA All = 0

5. Barriers to future attainment for pupil eligible for pupil premium funding in 2016-2017

Current National Average mentioned below will be replaced by figures for others nationally after publication of RAISEonline

A.	An increasing number of pupil premium children also have special educational needs.
B.	A large number of parents do not support home learning well eg do not hear their children read.
C.	Next steps marking is developing well, but is not yet of a consistent high standard for all pupil premium children.
D.	An increasing number of children requiring additional speech and language support.
E.	Low self-esteem and low aspirations of most pupil premium children.
F.	A high percentage per pupil in some cohorts (ie Yr2 – 20% per child)

6. Outcomes and success criteria for summer 2017

A.	<p>Early Years: 75% of the cohort to achieve a GLD (Good Level of Development) and 67% of pupil premium children to achieve GLD. The gap between our pupil premium children and others nationally to reduce from -6.8 to -3% or less.</p> <p>Currently there are 10 pupil premium children (83%) in this year group (of a 12 pupil cohort), and 50% on the SEND register.</p>
-----------	--

B.	<p>Year 1 phonics screening: 80% of cohort to pass the phonics test and 78% of pupil premium children. (2016 pass rate was 67%).</p> <p>The gap between our pupil premium children and others nationally to reduce from -10% to -2% or less.</p>
C.	<p>End of KS1(Year 2) % of pupil premium pupils to achieve expected standard: Reading 67%, Writing 67%, Maths 67% and combined RWM 67%. Currently there are 3 pupil premium children in this year group (of a 5 pupil cohort) and 1 child (20%) on the SEND register.</p> <p>The gap between our pupil premium children and others nationally to reduce from -14.1% to -4.1% or less (RWM)</p>
D.	<p>End of KS2 (Year 6) % of Pupil Premium pupils to achieve expected standard: Reading 69.2%, Writing 69.2%, Maths 69.2 % and combined RWM 69.2 %.</p> <p>The gap between our pupil premium children and others nationally to reduce from -53% to -3% or less.</p>
E.	<p>To improve the outcomes for more able pupils at KS1 and KS2 by summer 2017. We will identify our most able, and ensure that they are stretched and challenged so they reach their full potential.</p> <p>KS1 - Reading 20 %, Writing 20 %, Maths 20 % and combined RWM 20%.</p> <p>KS2 - Reading 15%, Writing 15 %, Maths 15 % and combined RWM 15%.</p>

8. Planned expenditure 2016-2017

i. Quality of teaching for all: to improve the percentage of good and outstanding teaching.

Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review checkpoints
<p>INSET training / CPD from outside providers, in order that particular needs of staff are catered for, as highlighted in their appraisal. This will be centred around the needs identified in the self-evaluation as we tackle any underperformance of Pupil Premium pupils.</p>	<p>CPD for 'Outdoor Learning', iTrack Primary (tracking online programme), Early Talk Boost, Read Write Inc, Maths and so on. We will add to these opportunities with CPD from North Tyneside Teaching School for both teachers and TAs – linked to Maths and English.</p>	<p>We realise that in order to raise standards again at the school, as outcomes are not yet high enough for pupils, we need to rely on 'good' to 'outstanding' teaching from all staff members. By providing good quality CPD opportunities, we will make the headteacher and staff accountable for this during a robust appraisal cycle.</p>	<p>Staff will feedback to others in staff meetings, with regard to best practice. Delivery of new interventions and improvement of existing practice will ensure that pupils achieve. Observations, book scrutinies and data analysis by HT and SLT.</p>	<p>H Blythe SLT</p>	<p>Autumn 1 CPD delivered for Outdoor learning, Early Talk Boost, Reading. Intervention for groups and individuals commence. Observations of English and Maths. 20% 3, 60% 2, 20% 1. Observed TAs – 50% 2, 50% 3. Book scrutiny – by SLT. IMPACT : Will review KS2 marking with new KS2 teachers and TAs (Nov 16). Autumn 2 Observations of TAs with groups (Phonics & Spelling)</p>

<p>High expectations for all Pupil Premium pupils, from all staff members, so that pupils achieve as well as others nationally. To raise standards of delivery and outcomes for children by training the staff – focus on English (EEF).</p>	<p>Involvement with the EEF model of work with Literacy in Northumberland, particularly Bedlington. Good quality training and ideas for use in school by teachers and TAs. Visits to outstanding providers for strategies of best practice in Read, Write Inc and Writing across the curriculum.</p>	<p>As good quality CPD opportunities are much less within our own LA, we look to outside providers for opportunities to improve teaching. Although we are being offered the EEF training free of charge, we will need to provide supply cover for staff to attend.</p>	<p>This project will be monitored and evaluated throughout two years. Details in October 2016. Appraisal targets linked to SEND and Pupil Premium outcomes – all staff.</p>	<p>H Blythe SLT</p>	<p>– all 2. Marking and Feedback Policy reviewed. Spring Money sought from the school budget to purchase a new maths scheme introduced by Clive Davies (instead of Nth Tyneside). Discussed in staff meetings and trialling during end of spring and summer term to gauge success. Linked to EDSM and assessment with clear steps to success. Led by new Maths lead – more successful. EEF programme has begun with new English lead attending meetings. She has also attended Reading and Writing courses to encourage the staff.</p>
<p>To increase percentage of children reaching expected and better standards in English and Maths (particularly PP / SEND).</p>	<p>Extra courses throughout the year that become available through outside providers, to target areas within the school action plan. Cover for those courses. Any extra provision / interventions for SEND pupils who require support academically.</p>	<p>The pupil premium children who are also SEND are not making enough progress within 2015 to 2016 data. We therefore need to focus our attention on those children within each year group.</p>	<p>The SENDCo will monitor and observe progress within each class on a half termly basis, reporting back to the SLT. Progress meetings and data analysis will be done every half term.</p>	<p>SENDCo H Blythe</p>	<p>EEF programme has begun with new English lead attending meetings. She has also attended Reading and Writing courses to encourage the staff.</p>
<p>Improve quality marking from teachers and teaching assistants to develop better learning from the feedback.</p>	<p>Review our Marking and Feedback Policy. Use this as a tool for improvement through effective communication with pupils, and also time to correct mistakes.</p>	<p>Marking was inconsistent in some classes last year, and pupils needed more guidance on 'next steps' within their learning, especially the more able. We want to begin a robust system of marking which informs pupils well, and directs them towards rapid progress.</p>	<p>Book scrutinies every month. Moderation within the school and the partnership, focussed on how marking develops learning.</p>	<p>SLT HBlythe</p>	<p>Summer EEF – introduced Spelladrome throughout the school for a pilot, and then increased to 30 pupils, subsidised by the fund. This is a rigorous tool for assessment too.</p>

Total budgeted cost	18000
----------------------------	-------

ii. Targeted support for pupil premium children.

Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review checkpoints
------------------------	----------------	--	--	-------------------	---------------------------

<p>Reading and Writing : That disadvantaged pupils are given the opportunity to practice basic English skills, so that they become more confident and proficient, leading to assessments in July 2017.</p>	<p>Implementation of various interventions, either one to one, or in small groups, dependent upon need in order to raise standards in KS1 and KS2 - Purchase licence for Lexia. These interventions will be led by TAs or an HLTA during lessons, breaks and so on.</p>	<p>We need to close the gap between Pupil Premium funded pupils and others nationally, by up to 10% in some cases. We also want pupils to feel more confident in their ability.</p>	<p>Monitor the evidence of use and impact on a half-termly basis – in progress meetings. SENDco to evaluate effectiveness. New groups identified throughout the year.</p>	<p>H Blythe Karen Scott & Lindsay Zobel.</p>	<p>Autumn 1 Lexia and My Maths sessions extended to wider group of pupils. TA groups for English and Maths extended to interventions in the afternoons too. Read, Write, Inc and a Spelling Programme – 45mins each morning in differentiated groups across Rec-Yr6. Daily Talk Boost sessions in EYFS – with Speech and Language Therapy delivered to individuals on plan.</p> <p>Autumn 2 SENDCo scrutinised LEXIA usage – discussed with staff. More time given every afternoon in KS2.</p>
<p>Maths : That disadvantaged pupils are given the opportunity to practice basic Maths skills, so that they become more confident and proficient, leading to assessments in July 2017.</p>	<p>Implementation of various interventions, either one to one, or in small groups, dependent upon need in order to raise standards in KS1 and KS2 - Purchase licence for 'My Maths' and other APPs for the ipads. Introduce weekly tests. Interventions will be led by TAs or an HLTA during lessons, breaks and so on.</p>	<p>Maths has historically been a subject which has not been taught consistently. We will purchase more resources for practical learning both indoors and outdoors, to encourage understanding in basic mathematical skills across the age groups.</p>	<p>The Headteacher will monitor teaching of maths across the school, and insist on high expectations and clear evidence of progress within lessons and over time – half termly. Staff can also observe each other.</p>	<p>HT Staff.</p>	<p>Implementation of My Maths with targeted pupils across KS1 and KS2, to increase speed of calculations and basic skills.</p> <p>Spring Many Lexia users are working quickly through the levels at home as well as school.</p>

<p>EYFS : Talk Boost has encouraged pupils in EYFS to communicate more effectively, as a skill to aid their learning.</p>	<p>Purchase Early Talk Boost resources, with the appropriate CPD for staff. Then intensive sessions for small groups or individuals, led by the HLTA / TA or Nursery Assistant.</p>	<p>Pupils enter EYFS with low levels of communication skills, and very little speech. We need to encourage talking as much as possible (especially as we have a new 2 year old provision) in order to close gaps between these pupils and others nationally.</p>	<p>By monitoring and evaluating the EYFS data from Reception, Nursery and The Little Learners on a half termly basis.</p>	<p>H Blythe . A Mattison and A Brown.</p>	<p>Talk boost training showing impact in EYFS. Summer Intervention groups introduced over past 2 terms in place for LA identified at Christmas – also referrals to Literacy Adviser for support and advice. Impact – progress in basic skills.</p>
<p>To support children and their families with home/school links, and in so doing, raise awareness and aspiration for some disadvantaged families, especially at transition times. To also maintain close links with multi-agencies by attending meetings, and writing reports.</p>	<p>To further the work of the SENDCo and Pastoral Officer, who have improved our attendance percentage and also the support to those PP pupils who require extra support with their learning.</p>	<p>The engagement of parents and carers is vital to the development of progress of disadvantaged pupils within the school. We would like to further develop learning sessions and information sharing with families within lots of areas. Staff to lead this provision is a cost</p>	<p>We keep records of meetings with parents and have parent surveys to inform us of their feelings. We will also create opportunities for parents to record and evaluate sessions when they are attend.</p>	<p>H Blythe G Broderick SLT</p>	<p>More Able pupils (1 in Yr6 and 1 in Yr2), are given differentiated work, and encouraged to challenge and share explanations with others. Expected to achieve Mastery in RWM (improvement in Data from last year). This school has always had</p>

<p>To encourage the more able to reach their full potential, and achieve as well as those nationally.</p>	<p>To identify within each subject, pupils who are high attainers within English and Maths. Encourage them to extend their thinking within lessons through differentiation, and mastery of their subjects.</p>	<p>Within KS1 and KS2 SATs, no child achieved a higher level of expected standards. We must therefore aspire to allow identified the more able pupils to attain well beyond their peers in 2017.</p>	<p>We will monitor identified pupils in each class half termly to look for this improvement in standards.</p>	<p>HBlythe SLT Staff.</p>	<p>a close working relationship with multi-agencies, and regular meetings with SENDCo and Pastoral Officer encourage referrals, monitoring, plans and involvement of parents.</p>
---	--	--	---	---------------------------	---

Total budgeted cost 20,000

<p>iii. Other approaches to raise the attainment and progress of pupil premium children.</p>					
Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review checkpoints

<p>To provide Nurture sessions for Pupil Premium pupils who need extra support with social, emotional and behavioural well-being. This ensures they cope well in the classroom, when it can be difficult to maintain good behaviour. Pastoral Officer and 1 HLTA to lead.</p>	<p>Delivery of successful Nurture sessions has been a feature at our school for many years now. We will extend them with a vulnerable group of children for 5 afternoons a week. (Till December 2016)</p>	<p>Nurture sessions have always had a focus on Boxall Profile objectives ('giving purposeful attention', 'positive relationships with others' etc), following Boxall Profile completions. We have had success in the past, but need extra financial support to sustain them.</p>	<p>Boxall Profile reviews will happen every term – December, April and July.</p>	<p>G Broderick H Blythe</p>	<p>End of Autumn 16 Nurture sessions provided during the Autumn Term, but due to the behaviours of one or two of the targeted pupils, this ended after 1 term. Pastoral Officer now offering targeted work in school on resilience and a whole school on 'Resilience' following our recent Ofsted inspection.</p>
<p>Targeted interventions for Occupational Therapy and Speech and Language sessions – either with groups or individuals. This will support the increased GLD in EYFS for 2017, motor skills in identified pupils, and also self-esteem.</p>	<p>CPD and purchased resources for both delivery and maintenance of good quality interventions – in order to aid handwriting, speech and communication, and in so doing, improve the chances of future success in their academic life.</p>	<p>We have some disadvantaged children who require specialist interventions with handwriting so they can record successfully. We also have a great deal of pupils who need intensive speech and language sessions on a daily basis (especially in EYFS). This is very hard to sustain without financial support for staff to deliver it.</p>	<p>The success of these interventions will be measured in the progress made in presentation of work in books, as well as a child's ability to communicate effectively, aiding their language development (especially in EYFS).</p>	<p>SLT EYFS staff.</p>	<p>End of Spring 17 KS1 - 67% of PP pupils making expected or better progress in RWM, KS2 – 71% of PP pupils making expected or better progress in RWM. Purchase of resources for outdoor play and Communication skills (EYFS), as well as CPD for staff in Reading and Writing.</p>

<p>Provision for enrichment activities and resources to encourage enjoyment of school, and add to the child's learning opportunities.</p>	<p>Contributions towards Free Fruit for KS2, Instrumental tuition, performances, educational visits (with a writing / mathematical focussed link), swimming for KS2 and purchasing new uniform when necessary. Encourage Physical Maths outdoors, and creative writing links across the curriculum.</p>	<p>As this school lies in an area of deprivation, we often have to subsidise activities such as swimming and educational visits quite heavily. We do not want the disadvantage pupils at this school to feel they are not included, and have the same chances as others nationally. We hope that increased creativity will encourage deeper learning and greater pupil outcomes.</p>	<p>The value and success of this financial support will be the numbers able to attend educational visits, swimming lessons, instrument tuition etc.</p>	<p>H Blythe Office manager</p>	<p>End of Summer 17 KS1 – 44.3% of PP pupils making expected or better progress in RWM KS2 – 76% of PP pupils making expected or better progress in RWM, due to 2 pupils given SEND status and referrals made for further investigation. EYFS – 83.3% PP pupils achieved GLD.</p>
Total budgeted cost					36,500

9. Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all: to improve the percentage of good and outstanding teaching.			Total budgeted cost from main budget.	
Desired outcome	Actions	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Reading and Writing :</p> <p>To encourage individual PP & SEND pupils to acquire basic skills in English in order to raise standards at KS1 and KS2.</p>	<p>Targeted support with interventions through Lexia (yearly subscription), Read Write Inc and Maths resources, as suggested by outside providers and our local teaching school.</p>	<p>The reading intervention for individual children was started this year (33% of school cohort) and was monitored by the SENDCo.</p> <p>KS1 – 64% expected or better progress in Reading. (58% Pupil Premium, 40% PP and SEND combined pupils)</p> <p>KS2 – Yr4 – 60% expected or better progress over 2 years. (60% Pupil Premium, 33% PP and SEND combined)</p> <p>Yr6 from KS1 starting point – 50% expected or better progress. (33% PP, 20% PP and SEND)</p>	<p>This intervention will continue and we expect the impact to be greater during 2016-17, as the pupils use it for the required time per day. We are also going to continue to use the phonic programme, Read Write Inc as the basis for phonic knowledge and basic skills within KS1 each day for 45 minutes – in 4 groups. Numicon, as well as small and large maths resources were not used as much as we anticipated. This will be robustly monitored next year.</p>	7,000

<p>Maths :</p> <p>To encourage problem solving and depth of learning in Maths within basic skills to raise pupil outcomes.</p>	<p>CPD for all staff in Maths from Maths adviser Nth Tyneside.</p> <p>Maths network opportunity for Maths Lead teacher.</p>	<p>Maths at KS1 – 50% pupils made expected or better progress (Pupil Premium : 33%) from baseline Yr1.</p> <p>Yr4 – 60% (Pupil Premium : 40%) made expected or better progress from Yr2.</p> <p>Yr6 – 50% (Pupil Premium : 33%) made expected or better progress from KS1. This is clearly not good enough and must be improved during 2016-17.</p>	<p>Maths needs to be led by a strong leader, who is fully accountable for pupil outcomes. The maths lead over the past year and a half left his post in July 2016.</p> <p>‘My Maths’ (an online programme) has been purchased for 2016-17 to add to maths teaching, in order to improve standards – especially for targeted PP / SEND children as an intervention.</p> <p>Robust observation of teaching of maths during 2016-17, with evaluation.</p>	<p>3,000</p>
---	---	--	--	--------------

ii. Targeted support for pupil premium children.

Desired outcome	Actions	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To develop nurture groups where 44% EYFS Pupil Premium pupils were selected. To develop social and emotional skills, in order to access learning opportunities.</p>	<p>Maintenance and extension of nurture groups – from 3 to 4 groups a week.</p> <p>Additional resources for the EYFS Unit to encourage social interaction.</p>	<p>We provided Nurture Group provision for 8 very vulnerable group of pupils in EYFS, as this group presented the most need (50% SEND). Progress was measured in the child’s ability to give purposeful attention, share and show empathy. Of the 8 pupils, 75% showed increased capacity within these areas (Boxall review July 2016).</p>	<p>This was so positive, that we intend to encourage some of those chosen to use Nurture group opportunities every afternoon from September 2016, to encourage even greater impact.</p>	<p>9,000</p>

<p>To provide support for vulnerable children who would otherwise be at real risk of permanent exclusion from EYFS and KS1.</p>	<p>Proportion of targeted support within the classroom – 25%.</p>	<p>SEND ratio was 39% during 2015/16, and of those, 33% are disadvantaged.</p> <p>Extra TA provision to support 2 EYFS disadvantaged pupils with SEMH and 1 in KS1 with MLD / ADHD proved vital, in order that they maintained a place in school, while we prepared the referrals for top-up funding and Early Health Care Plans. A behaviour support worker aided the staff with strategies of de-escalation.</p>	<p>Impact was that of those pupils who were supported :</p> <p>2 EHC Plans, Top-up funding applications.</p> <p>No doubt that extra support is needed for some pupils who would otherwise be at risk of exclusion. Careful decisions were made for 2016-17 about TA staffing as a result.</p> <p>Unwanted behaviours had a profound effect on the whole setting last year as SEND procedures were very slow, even with evidence..</p>	<p>15,000</p>
---	---	--	---	---------------

iii. Other approaches to improve the attainment and progress of pupil premium children.

Desired outcome	Actions	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Extension of Pastoral Officer role in school.</p>	<p>The Pastoral Officer role was extended to, not only provide improved attendance, but also establish a more permanent role with parent liaison, behaviour strategies in school, and work with multi-agencies, as identified over the past few years. Also provision of 'Roots of Empathy' programme with Yr1&2. Attendance at Child Protection meetings. Maintaining logs.</p>	<p>The impact is very good – attendance for disadvantaged is good and no longer a problem at Choppington Primary School. Greater links with disadvantaged parents gives support when needed. Roots of Empathy programme very successful, as pupils learn empathy through the eyes of a baby who is developing. The Pastoral Officer also leads a weekly Safeguarding Briefing for all staff – with a greater focus on records and maintaining logs for a growing number of cases.</p>	<p>This will be maintained during 2016-17, as the input of the role is vital within the school, sitting as it does in an area of deprivation and high mobility.</p> <p>Space will be created in an old EYFS building for Rainbow Group, and multi-agency meetings will take place there too.</p> <p>Boxall Profile review December 2016.</p>	<p>10,000</p>

<p>Support for music tuition.</p>	<p>All Years 3,4, 5 and 6 pupils have the opportunity to learn a brass instrument or Pbones, performing too, with lessons for Yr3 and a Mini-band for years 4,5 and 6.</p> <p>Charanga has also been purchased to encourage the enjoyment of music for All key stages.</p>	<p>64% of Year 3 were disadvantaged, and gained confidence as they worked through the year of musical tuition.</p> <p>There were performances individually and in groups at Woodhorn Colliery at the Miner's Picnic. Performances in school also raised the musical profile.</p>	<p>Charanga is now embedded in the school and will be purchased annually, as it such an exciting online resource for use by the non-musical specialist, as evidenced in lessons.</p>	<p>2,340</p>
<p>To support individual pupils with MLD and low achievers in phonic acquisition, basic number skills and therapies.</p>	<p>Targeted intervention groups for phonics, Numicon, speech and language, occupational therapy.</p>	<p>8 disadvantaged children were supported with speech and language exercises, the impact being that there was significant improvement in communication skills, and some removed from the service.</p> <p>The addition of the TA input gave flexibility to the teachers to support LA within the class too.</p>	<p>During 201617 we will add to the groups that have speech and language therapies as well as occupational therapy. The addition of extra TA time for this, allows teachers to work with the majority of the class whilst a TA can offer a daily session for therapies that will improve a child's learning.</p>	<p>11,000</p>
<p>Financial support for disadvantaged pupils in order to access basic educational opportunities.</p>	<p>The PPG still subsidises at least half of the funding to support opportunities for children to access swimming, visits, and school uniform when necessary, due to financial constraints on families, especially those who attend from a refuge or arrive new to the area.</p> <p>The purchase of free fruit for KS2</p>	<p>59% of the school population were supported in educational visits, as historically, many parents cannot afford or choose not to pay. During 2015-16, we offered school uniform more often.</p> <p>Daily consumption of free by KS2 provides one source of vitamins to all.</p>	<p>Swimming has started at a new pool in a new leisure facility. During 2016-17, we intend to monitor more closely the progress made at the pool towards swimming 25m. The previous setting did not provide accurate records.</p> <p>The other costs will be ongoing too.</p>	<p>12,500</p>

10. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

iTrack Primary online tracking programme.

SIP visit reports 2014-16.

Raiseonline

Ofsted Dashboard

Progress meetings minutes.

SIMs