

Pupil Premium Strategy 2019 - 20

NOR	184
Number of pupils eligible for PP funding	58
Percentage of pupils eligible for PP funding	28 %
Total Budget allocation	£84,480
Academy Deprivation Index	0.27
Nominated member of EAB	Emma Fletcher
EAB PP Review dates	Spring 2020, end of summer 2020

Outcomes of Previous Academic year 2018/19

	All	PP	Others
EYFS (GLD) - 20 pupils	75 %	83 %	71 %
Year 1 Phonics - 29 pupils	76 %	56 %	85 %
Key Stage 1 Reading- 18 pupils	89 %	82 %	86 %
Key Stage 1 Writing	61 %	55 %	71 %
Key Stage 1 Maths	89 %	91 %	86 %
Key stage 2 Reading- 19 pupils	94 %	88 %	100 %
Key stage 2 Writing	77 %	62.5 %	89 %
Key stage 2 Maths	82 %	62.5 %	100 %

Pupil Premium - What is Pupil Premium?

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people's life chances. This is particularly true for children from low-income families, or who are Looked After Children, research shows that without intervention these children are far less likely to leave schools with good GCSE results than other children. The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most. The Pupil Premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils. The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs. There is obvious accountability that serves to ensure that the money is used effectively and to the benefit of these key groups.

Autumn 2019. Reviewed January 2020

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

EYFS

5 out of 6 pp pupils achieved GLD.

The PP pupil who did not achieve GLD has moved out of area so is no longer on school roll. Intervention will be targeted at improving and securing children's phonic knowledge in order to ensure that these children are secure early readers and as part of their reading development pass phonics screening at the end of Year 1. The development of a reading lead to improve quality first teaching and monitoring, planning interventions.

KS1

Y1- 4 out of 7 pp pupils passed Y1 phonics.

50 % of the children come from families with historically low attendance and attendance. 25 % have EAL as an additional barrier.

Interventions will be targeted at improving attendance including engagement of outside agencies where appropriate. Interventions will be bespoke and small group. Additional interventions will be targeted at improving memory skills and closing pre phonic gaps. The development of a reading lead to improve quality first teaching and monitoring, planning interventions.

KS1- 2

8/10 pupils achieved ARE in Reading. Of the 2 that did not achieve 1 SEN the 2nd was issues around fluency. Interventions will be targeted to ensure phonic knowledge is secure and interventions – small group will build fluency. Once fluency has improved to 90 + words per minute interventions will be targeted at inference (LRP).

The development of a reading lead to improve quality first teaching and monitoring, planning interventions.

9/10 pupils achieved ARE in Maths. Support will be given using SDI.

5/10 pupils achieved ARE in Writing. Analysis suggests spelling was a barrier. Quality whole class teaching through specific CPD training and daily taught lesson.

KS2

5 out of 8 Y6 pp pupils achieved ARE in all three subjects. 7 out of 8 achieved Reading, 5 out of 8 in Writing and Maths.

2 out of the 3 who did not achieve are SEND and 1 of these was dis-applied. The remaining pupil was an historical PA. The two pupils who took part in the SATs made significant progress (well above the national average) in reading. Maths 1 pupil made progress well above average 1 made -0.6. For all 3 children the recall of basic number facts was an issue suggesting work will need to be done on improving long term memory skills. None of the 3 achieved writing with the principal issue being spelling and sentence construction preventing PP's from achieving GD in writing.

Interventions will continue to be targeted throughout the KS2 in Reading – targeted at Pupil Premium children throughout KS2 achieving secure 40 (phonics), fluency 90 +, closing the GAP inference and vocabulary. Achieved through The development of a reading lead to improve quality first teaching and monitoring, planning interventions. Interventions will be 1:1 or small group as appropriate.

Maths will be through daily SDI as appropriate.

Writing quality whole class teaching through specific CPD training and daily taught lesson. Development of Oracy interventions to improve complexity of spoken language leading to better sentence structure in writing.

Autumn 2019. Reviewed January 2020

Behaviour and Attendance

Disadvantaged absence for 18/19 was 4.4% compared to 4.5% for all
Persistent absentees for disadvantaged was 6.7% compared to 11.5 % for all 4
pupils had fixed term exclusions, 3 /4 were PP

Attendance officer to work closely with targeted families to improve attendance and punctuality.

Family Safeguarding Office (appt January 2020) to work closely with external agencies to support vulnerable children and families.

To continue to develop bespoke nurture support- both planned and reactive.

To provide breakfast club to improve punctuality and attendance and facilitate a calm start to the day

Current Pupils **new actions in red**

Early Years	% Eligible	% L -PA	% M-PA	% H -PA
<p>Specific intervention / objective 1 Nurture – 1a Theraplay 1b Forest Schools</p> <p>2 Speech and language 2a welcome 2b narrative</p> <p>3 English 3a phonics 3b decoding 3c handwriting</p> <p>4 Maths 4a number recognition</p>	<p>1/23- 4 %</p>		<p>100 %</p> <p>1. Phonics <i>To respond to all of the phase 2 sounds</i> – Phase 2 group X 2 per week</p> <p>Reading decoding <i>To decode sounds to read simple CVC words containing Phase 2 sounds</i> – 1-1 reading X 5 per week</p> <p>Letter formation <i>To correctly form the letters i,l,j,t</i> – Motor on group X 5 per week</p> <p>Number recognition <i>To count and recognise numbers from 0-10.</i> – Number recognition group X 2 per week</p>	
Y1 new actions in red	% Eligible	% L -PA	% M-PA	% H-PA
	<p>5/19- 32%</p>		<p>100 %</p>	

<p>Specific intervention / objective 1 Nurture – 1a Theraplay 1b Forest Schools</p> <p>2 Speech and language 2a welcom 2b narrative</p> <p>3 English 3a phonics</p>			<p><u>3</u></p> <ul style="list-style-type: none"> Daily Reading – improve decoding and improve blending and segmenting <p><u>6</u></p> <ul style="list-style-type: none"> Daily Reading – improve decoding and improve blending and segmenting <p><u>4</u></p>	
<p>3b decoding /fluency 3c handwriting 3d inference 3e writing / punctuation 3f spelling</p> <p>4 Maths 4a number recognition/bonds</p>			<ul style="list-style-type: none"> Fine motor skills x 2 and motor on x4 – to improve pencil grip and letter formation Reading – improve decoding and rove blending and segmenting skills <p><u>2</u></p> <ul style="list-style-type: none"> Fine motor skills x 2 and motor on x4 – to improve pencil grip and letter formation Daily Reading – improve decoding and improve blending and segmenting Phonics group- Improve knowledge of phonetic sounds and apply to segmenting words 	

			<u>5</u> <ul style="list-style-type: none"> Daily Reading – improve decoding and improve blending and segmenting 	
Y2 new actions in red	% Eligible	% L -PA	% M-PA	% H-PA
	9/28- 32%	44 %	44 %	12 %
Specific intervention / objective 1 Nurture – 1a Nurture session 1b Forest Schools 2 Speech and language 2c talk boost 2d oracy 3 English		<u>7.</u> Phonics: <i>Target S1: Secure all phase 3 vowel digraphs & trigraphs.and CCVCC blending. Tricky words they & are.</i> Phonics intervention 4 x pw. Targeted flash cards in class. Handwriting: <i>Target S1: Writing within guidelines, correct letter formation</i> Class hw sessions 5 x per week Motor on Intervention	<u>8.</u> Handwriting: <i>Target S1: Improving letter formation and writing within guidelines.</i> Class hw sessions 5 x per week Maths: <i>Target S1: To do more silver questions (ARE).</i> Targeted support during input, some during activity. <u>9.</u> Reading: <i>Target S1: Reading: to improve response to inference questions</i>	<u>12.</u> Handwriting: <i>Target S1: continue handwriting focus, especially placement of descending letters.</i> Class hw sessions 5 x per week Reading: Target S1: <i>To improve response to inference questions</i>

<p>3a phonics 3b decoding /fluency 3c handwriting 3d inference 3e writing / punctuation 3f spelling</p> <p>4 Maths 4a basic skills- numicon 4b Power of 1 4c times tables 4d Power of 2 4e arithmetic/ fluency 4f 5 a day</p>		<p>Nurture: <i>Target S1: Work on social skills and resilience.</i> <i>Attendance: To close gap with national.</i></p> <p>11. Phonics: <i>Target S1: secure Ph3F sounds, continue focus on blending.</i> Phonics intervention 4 x per week and targeted flash cards in class. Maths: <i>Target S1: To do more silver questions (ARE).</i> Targeted support during input, some during activity.</p> <p>13. Phonics: <i>Target S1: secure phase 2 sounds "u" Secure consonant digraphs phase 3.</i> Phonics intervention 4 x per week and targeted flash cards in class. "Shopping list" intervention to build memory and ordering. <i>Numeracy: Target S1: secure counting to 20. Counting forwards from any number.</i> Daily practice in class</p> <p>14. Nurture: <i>Target S1: To focus on building engagement and confidence taking part in class discussions.</i> Targeted support and questioning. Phonics: <i>Target S1: secure ph3 vowel digraphs. Tricky words they, all, are, said, have.</i></p>	<p>Support during fluency sessions and guided reading Handwriting: <i>Target S1: Capital D used in the wrong places, ascenders and descenders need work. Work on neater presentation.</i> Daily handwriting lesson. Personal target reviewed with teacher.</p> <p>10. Phonics: <i>To secure phase 3 tricky words: you, they, all, are, was. Plus ch & th sounds.</i> Phonics intervention and flash cards in class and to send home. Target S1: Behaviour: <i>Target S1: Continue working on negative behaviours when at table.</i> Continue using praise and LPs.</p> <p>15. Phonics: <i>Target S1: secure tricky words They, there, little, out. Building fluency at phase 5 reading.</i> Regular reader in class (2 – 3 x per week). Class reading fluency sessions PHSE: <i>Build resilience when faced with difficult work.</i> Targeted support and praise. Building whole class culture of having a go and celebrating when we have to work hard to achieve. Handwriting: <i>Writing within guidelines, correct letter formation.</i> Class hw sessions 5 x per week</p>	<p>Reading fluency sessions, guided reading to include inference.</p>
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	% Eligible	% L -PA	% M-PA	% H-PA
Y3 new actions in red	12/21- 57%	17 %	58 %	25 %

<p>Specific intervention / objective 1 Nurture – 1a Nurture session 1b Forest Schools</p> <p>2 Speech and language 2c talk boost 2d oracy</p> <p>3 English 3a phonics 3b decoding /fluency 3c handwriting 3d inference 3e writing / punctuation 3f spelling</p> <p>4 Maths 4a basic skills- numicon 4b Power of 1 4c times tables 4d Power of 2 4e arithmetic/ fluency 4f 5 a day</p>		<p><u>19.</u> Daily reader Precision speller Handwriting Times tables (2, 5, 10)</p> <p><u>26.</u> Daily reader Precision spelling Phonics Motor on Letter formation</p>	<p><u>16.</u> Precision spelling 1:1 reader Gap filling (SDI) group High frequency speller Times tables (2, 5, 10)</p> <p><u>17.</u> Mastery style questions Times tables (3, 4, 8)</p> <p><u>18.</u> Times tables (3, 4, 8)</p> <p><u>20.</u> High frequency spellings Handwriting (legible joined writing) Times tables (3, 4, 8) Daily reader</p> <p><u>21.</u> Times tables (3, 4, 8) 1:1 reader Handwriting (legible joined handwriting)</p> <p><u>22.</u> daily reader precision speller times tables (2, 5, 10) phonics</p> <p><u>27.</u> Precision spelling Handwriting (legible joined writing)</p>	<p><u>24.</u> Times tables (3, 4, 8) Handwriting (legible joined handwriting)</p> <p><u>25.</u> Times tables (3, 4, 8) Handwriting (legible joined handwriting)</p> <p><u>23.</u> Mastery style questions Times tables (3, 4, 8)</p>
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			Times tables (3, 4, 8) Daily reader Nurture	
Y4 new actions in red	% Eligible	% L -PA		% H-PA
	6/21 29%	67%	33%	

<p>Specific intervention / objective 1 Nurture – 1a Nurture session 1b Forest Schools</p> <p>2 Speech and language 2c talk boost 2d oracy</p> <p>3 English 3a phonics 3b decoding /fluency 3c handwriting 3d inference 3e writing / punctuation 3f spelling</p> <p>4 Maths 4a basic skills- numicon 4b Power of 1 4c times tables 4d Power of 2 4e arithmetic/ fluency 4f 5 a day</p>		<p>28. 1:1 reading x5 Phonics x2 Times tables x4 x6 Maths SDI when necessary PM bench mark L26(Oct 19) L27 (Dec19) Phonics Screening 28 (Oct 19) 35 (Dec 19) Times tables x4 x5 x6 Spelling. 32/106 Y3/4 words (Dec 19)</p> <p>29. Reading: PM bench mark L22(Oct 19) L23 (Dec19) Spelling: 31/64 Year 2 words (Oct19) 49/64 (Dec 19) Could read all Y2 /Y3 words Maths: Times tables x 2 developing an understanding of 5 and 10</p> <p>31. 1:1 reading x5 Nurture x2 (40mins) SDI Maths and English when necessary. PM bench mark L22 (Oct 19) Spellings 46/106 Y3/4 words (Oct 19) 68/106 Times tables x 4 x6 working towards x6 x7</p>	<p>30. 1:1 reading x 2 Times tables x4 x6 Encouraged to try mastery maths. PM bench mark L24 (July 19) L27(Oct 19) Times table x4 x6 working towards 7s and 8s.</p> <p>33. 1:1 reading X2 Fine motor skills x 3 SDI maths when necessary PM bench marking L27 (Oct 19) L28 (Dec 19) Handwriting improve – letter formation bigger. Forms a d b y correctly. Times tables x 4 x6 working towards x6 x7</p>	
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		<u>32.</u> Decodable phonic Phase 3 Set c. Now PM bench marking L2 (Oct 19) Phonics Screening 6/40 (Oct 19) 11/40 (Dec 19) Writing on the line when prompted. Forming a d e g correctly. Starting to spell Y1 words independently.		
Y5 new actions in red	% Eligible	% L -PA	% M-PA	% H-PA
	12/32- 38%	42 %	58 %	0 %

<p>Specific intervention / objective 1 Nurture – 1a Nurture session 1b Forest Schools</p> <p>2 Speech and language 2c talk boost 2d oracy</p> <p>3 English 3a phonics 3b decoding /fluency 3c handwriting 3d inference 3e writing / punctuation 3f spelling</p> <p>4 Maths 4a basic skills- numicon 4b Power of 1 4c times tables 4d Power of 2</p>		<p>34. Maths: To have rapid recall of number bonds to 100 for numbers ending in '5' or '0' X2, x5, tables Reading: To close CA with ARE - Spelling: To increase the number of KS1 Common exception words spelt correctly Additional 20 words from baseline SEMH: To build self esteem – Forest Schools</p> <p>40. Maths: To have rapid recall of number bonds to 100 for numbers ending in '5' or '0' Precision teach number facts Power of 2 Number bonds to 20. Become secure in addition and subtraction. X2, x5, x3 Reading: 1 to 1 reader- secure phonics 40 to improve fluency and close gap CA with ARE To sight read all KS1 common exception words Spelling: To increase the number of KS1 Common exception words spelt correctly Additional 20 words from baseline SEMH: To build resilience through nurture, group work</p> <p>42.</p>	<p>45. S&L: Public speaking continues to build on her confidence speaking. Leading whole class Take 5.</p> <p>36. Nurture: To remove anxiety as a barrier to learning Reading: to close CA with ARE x3 1:1 reading</p> <p>44. Nurture: To remove anxiety as a barrier to learning. AP – provision to promote team working, ability to observe instructions. Forest School to build positive relationships 1:1</p>	
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<p>4e arithmetic/ fluency 4f 5 a day</p>		<p>Reading: L6 (7.6.19) Continue with high frequency words. (K1 and common exception words) RWI set 6 to purple book band. Daily reader 1:1 Spelling: To increase the number of KS1 Common exception words spelt correctly Additional 20 words from baseline Oracy: To increase active participation in class and small group discussions.</p> <p>41. S&L: speech and sound intervention. Maths: Number bonds to 20. Reading: Level 6 PM Benchmark daily reader 1:1 Spelling: To increase the number of KS1 Common exception words spelt correctly Additional 20 words from baseline</p> <p>43. Maths: Number bonds to 20 Reading: 1 to 1 reader Daily to accelerate book band PM Benchmark from L19 – L20 Spelling: To increase the number of KS1 Common exception words spelt correctly Additional 20 words from baseline Oracy: To increase active participation in class and small group discussions.</p>		
<p>Y6 new actions in red</p>	<p>% Eligible 13/26- 50%</p>	<p>% L -PA 8%</p>	<p>% M-PA 84%</p>	<p>% H-PA 8%</p>

<p>Specific intervention / objective 1 Nurture – 1a Nurture session 1b Forest Schools</p>		<p><u>52.</u> 1:1 daily reader 1:1 toe by toe RB reading group SDI group 1:1 maths intervention</p>	<p><u>46.</u> SDI group 1:1 maths intervention</p> <p><u>47.</u></p>	<p><u>53.</u> SDI Maths intervention Mastery reasoning</p>
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<p>2 Speech and language 2c talk boost 2d oracy</p> <p>3 English 3a phonics 3b decoding /fluency 3c handwriting 3d inference 3e writing / punctuation 3f spelling</p> <p>4 Maths 4a basic skills- numicon 4b Power of 1 4c times tables 4d Power of 2 4e arithmetic/ fluency 4f 5 a day</p>		<p>1:1 arithmetic</p>	<p>1:1 daily reader RB reading group SDI group 1:1 maths intervention 1:1 arithmetic</p> <p><u>48.</u> Nurture 1:1 daily reader RB reading group SDI group 1:1 maths intervention 1:1 arithmetic</p> <p><u>55.</u> Nurture SDI 1:1 maths intervention</p> <p><u>54.</u> 1:1 reader RB reading group SDI 1:1 maths intervention Nuture</p> <p><u>56.</u> Nurture SDI 1:1 maths intervention</p> <p><u>50.</u> SDI Maths intervention 1:1 daily reading RB reading group Mastery reasoning</p>	
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			<p>SDI Maths intervention RB reading group Mastery reasoning 1:1 daily reading</p> <p><u>49.</u> Nurture SDI 1:1 maths intervention Mastery reasoning</p> <p><u>57.</u> SDI Maths intervention Mastery reasoning</p>	
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Additional Planned Use of Funding (Whole Academy)

Whole school initiative	What will it cost? Cost –calculated cost % of the whole in relation to the PP % across school-	How many pupils will benefit?	Who will be responsible?	Impact?
Emotional, Health and well-being support				To continue to provide emotional welfare support and support attendance – allowing pupils to achieve their potential
Inclusion manager 0.5 part time	£13,054	32 + facility for all as and when	New apt: Jan 20 th Family Support Officer B Law	
Resources to support nurture Forest Schools, Staff CPD	£1,500	All PP	A Mitchell Deborah Findley B Law	
Provide resources, e.g. uniform, PE kits, book bags etc.	£400	Approx. 30	Class teacher J Brettle	To ensure all disadvantaged pupils have the appropriate resources to learn
Enrichment activities				To widen extra curriculum experiences for all pupils
Subsidise -visits and visitors school trips attendance at Games events	£2,500	All PP	Class teachers Phase leaders PE Co - ordinator	

After school clubs: choir, 4 x Physical Education, Forest School	£2,000	All PP have access to free After School Clubs	Class teachers Phase leaders PE Co-ordinator	
To improve reading outcomes across the academy				To continue to improve the outcomes to reading across the academy
To update books across the academy. Reading Lead to improve teaching, monitor, review progress Purchase of books & resources to support phonics delivery	£5,000 £360 £500	All PP	Class teachers T Rush	
Relicensing and restocking of pupil reward points .	£1,500	All PP	Class teachers Phase leaders	To encourage all pupils to develop appropriate learning behaviours
Subsidise breakfast club with a targeted approach to ensure children entitled to PP attend.	£2,400	Approx. 20	Family Safeguarding Officer C Hancock	To support vulnerable pupils
Attendance Daily Administration dedicated hours for attendance Reward for classes and individuals, certificates.	£4,969	Approx. 40	Family Safe Guarding Officer C Hancock	to maintain improved attendance and punctuality
Curriculum support Purchase On line resources to support learning and homework- Literacy shed, SpAG.com, TT rockstars,	£2,092	60	Class teachers Phase leaders	To enhance curriculum provision
Director of learning To support direct and focussed intervention in Y6	£5,000	12	Zoe Bowkett J E Emery	Y6 pupils will make accelerated progress

Employment of paid schools directs in order to free up EYFS lead to develop reading across the academy.	£2,000	All PP	T Rush	Improved outcomes and to close the gaps in progress with nonFSM
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Objective 1 Social and emotional support Years: ALL	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
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FS2,Y1 1a Nurture Provision Theraplay Forest Schools	Thera play sessions to develop self-esteem and confidence	Support staff intervention hours Approximately 1 hr per week £550	6	A Barnes D Findley T Rush	Pupils' self-esteem and confidence will develop. Ability to work in a team.
	Forest Schools to improve understanding of themselves and their environment. Developing empathy for others	Support staff intervention hours Approximately 1 hr per week £550			Improved ability to maintain teacher led focus

Y2,4,5,6 1b Nurture Provision programmed Small Group 1:1 Forest Schools	Small group / 1-1 intervention:	One 0.5 part time Nurture Lead £12, 450	57	A Mitchell D Findley	Pupils' self-esteem and confidence will develop.
	Bereavement Boxall profile driven Bespoke support, e.g. meet and greet as and when necessary	One 0.5 part time Forest Schools £12, 450	All Pupil Premium children have access to a minimum of 1 hour of nurture per week		Ability to work in a team. Improved ability to maintain teacher led focus Increased resilience through exposure to managed risk

Review Term 1	Refer to individual class reviews
Review Term 2	Refer to individual class reviews
Review Term 3	Refer to individual class reviews

Objective 2 Speech and language Small group work to develop communication skills Years: ALL	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
FS2, Y1 2a Welcomm	Small group intervention to develop basic language to ARE	Support staff hours 1.5 hrs per week £829	6	A Barnes T Rush	Pupils will be able to confident to express themselves
Y2,3,4,5,6 2b Talk Boost Oracy Interventions	Small group intervention to develop communications skills- talking and listening	Support staff hours 5.5 hrs per week £3,042	20	Learning Support J Emery	Pupils will be able to participate in learning situations confidently Children use speech to express ideas
Review Term 1	Refer to individual class reviews				
Review Term 2	Refer to individual class reviews				
Review Term 3	Refer to individual class reviews - school closure				

Objective 3 English Years: ALL	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
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Autumn 2019. Reviewed January 2020

3a phonics	Small group intervention to address gap	Support staff hours 3 hrs per week £1,659	25	Class teacher Support staff	Pupils will be able to access ARE text
3b reading- decoding	1-1 to develop decoding and fluency	Support staff hours 20 hrs per week £11,064	37	Class teacher Support staff	Pupils will be able to access ARE text
3c handwriting	Small group intervention	Support staff hours 1.5 hrs per week £829	7	Class teacher Support staff	Pupils will apply legible handwriting in lessons
3d reading- inference	Small group intervention	Support staff hours 1.5 hrs per week £829	50	Class teacher Support staff	Pupils will be able to read for meaning
3e writing- basic skills	Small group intervention	Support staff hours 0.5 hr per week £276	7	Class teacher Support staff	Pupils will be able to apply basic skills in ARE lesson
3f spelling	Small group intervention to address gaps to ARE	Support staff hours 3 hrs per week £1,659	12	Class teacher Support staff	Pupils will be able to access ARE spellings
Review Term 1	Refer to individual class reviews				
Review Term 2	Refer to individual class reviews				
Review Term 3	Refer to individual class reviews – school closure				

Objective 4 Maths Years: ALL	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
4a basic number facts	Small group intervention	Support staff hours 2 hrs per week £1,106	9	Class teacher Support staff	Pupil's will have basic skills to be able to access ARE in class
4b Power of One	Small group intervention	Support staff hours 2 hrs per week £1,106	4	Class teacher Support staff	
4c timetables/ KIRFS	Small group intervention	Support staff hours 6 hrs per week £3,318	18	Class teacher Support staff	
4d Power of Two	Small group intervention	Support staff hours 2 hrs per week £1,106	4	Class teacher Support staff	
4e Arithmetic fluency	Small group intervention	Support staff hours 1 hr per week £553	2	Class teacher Support staff	
4f 5 a day	Small group intervention	Support staff hours 1.5 hrs per week £829	5	Class teacher Support staff	
Review Term 1	Refer to individual class reviews				
Review Term 2	Refer to individual class reviews				
Review Term 3	Refer to individual class reviews – school closure				

