

Strategies used to accelerate progress of disadvantaged pupils (16-17)

Strategy	Number of disadvantaged pupils involved	Frequency of strategy (per child)	Baseline measure/Targeted children	Impact	Comments/evaluation
Attendance Officer	80/161	Daily monitoring of lateness and absences Half termly meetings between KD and JT	Attendance 15-16: 95.9%	Whole School attendance 16-17: 96% PPI attendance 16-17: 95% National persistent absence: 10.4% EJS persistent absence: 6.5%	Extremely successful National expectation: attendance: 95% Overall absence of National PPI: 7% Overall absence of National Non PPI: 4%
Nurture group	Y3- 2 Y5- 3 Y6- 1	1x 1 hour per week 10 weeks minimum	Nurture group moved to afternoons due to needs of children	Less disruption in afternoon sessions. Children's focus, stamina and behaviour increased	Will reassess when NG is needed for 17-18. Flexible group available for children all year round
Reading intervention	Y5- 2	3 x 45mins per week (x2) +15 mins planning	1 Child 2E 1 Child 1X	2E-2X (Y5) 1X-2X (Y5)	Continue to identify and target children early in order to narrow the gap
Maths recovery	Y4- 1 AB Y5-4DW	3 x 45mins per week (x2) +15 mins planning	1 Child 2E (Y4) 1 Child 1X (Y5) 1 Child 2E (Y5) 1 Child 2E (Y5)	2E-2E (Y4) 1X-1X (Y5) 2E-2X (Y5) 2E-3X (Y5)	Continue identify and target children early in order to narrow the gap

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			1 Child 3E (Y5)	3E-3E (Y5) Children who did not make progress were experiencing problems outside of school - on safeguarding register	
Structured reading and spelling	Y4- 1	3 x 45mins per week +15 mins planning	Reading and spelling age 2 years or more below chronological age	During 3 month programme children make 6-12 month progress	Continue identify and target children early in order to narrow the gap
Gaps in maths	Y5-22 Y6-23	1 hour per session weekly	Different children selected weekly depending on need- Ensure all children have the opportunity to achieve their personal target	Children are able to reach their personal development target 4/43 did not meet expected standard	Continue to be flexible and allow different children to attend when needed. Very successful
Extra tuition- maths	Y6- 21	1 x 1 hour per week	Lower ability Higher attaining children Coasting children	Children to reach expected standard or above 3/43 offered ET did not meet expected standard	Tuition to begin Autumn 2017 to allow flexibility within groups
Extra tuition-	Y6-21	1 x 1 hour per week	Lower ability	Children to reach	Tuition to begin

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reading			Higher attaining children Coasting children	expected standard or above 2/43 offered ET did not meet expected standard	Autumn 2017 to allow flexibility within groups
Extra tuition-spelling	Y6- 5 LA 2- OB 20	1 x 1 hour per week	Lower ability Higher attaining children Coasting children	Children to reach expected standard or above. All children offered ET met expected standard	Tuition to begin Autumn 2017 to allow flexibility within groups
Creative writing	Y6- 4	1 x 1 hour per week	Higher attaining children	3 children reached expected standard and 1 achieved depth	Tuition to begin Autumn 2017 to allow flexibility within groups
Memory club	Y3- 7 Y4- 2 Y5- 5 Y6- 6	1 x 45mins per week (X2) +15 mins planning	Children identified by Jenny Morgan and Yvonne Ray Bennet	Improvement in cognitive function. Improvement of baseline measure (memory games)	School staff to be trained in administering BPVS and GL assessment in order to target all those with concerns
Anger management	Y5- 1	1 x 1 hour per week	Include children who struggle to cope with anger at home. Children with several behaviour sheets	Reduction in behaviour management and behaviour sheets received	Continue to be flexible as children's needs differ throughout the year

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			including violence and behaviour issues.		
Learning to get along	Y3- 4 Y5- 4 Y6- 2	1 x1 hour per week (x2)	Several behaviour sheets mainly issues around falling out with others	Reduction in behaviour management and behaviour sheets received	Regular group ensures better use of adult time as less spent dealing with incidents after play/dinner time
Hands and feet	Y5-5	1 x 1 hour per week (x2)	Children who hit and kick out when emotional. Include children who struggle to cope with emotions at home.	Reduction in behaviour management and behaviour sheets received	Regular group ensures better use of adult time as less spent dealing with incidents after play/dinner time
Creative writing After School	Y6-4	1 x 1 hour per week	Higher attaining children plus those who have an interest in writing	Children are given extra opportunities to write in depth and continue to excel.	Successful-Begin Creative reading group for HA to begin
Busy bees- Maths	Y5- 4	5 x per week 1hr 15 mins per session	Unable to access age appropriate maths assessment SEN children	Children are able to access a curriculum suited to their needs. Children meet or exceed personal targets	Continue to narrow the gap between themselves and peers. Allow children to access an appropriate the curriculum
Busy bees- English	Y5- 6	5 x per week	Unable to access age	Children are able to	Continue to narrow

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		1hr per session	appropriate English assessment SEN children	access a curriculum suited to their needs. Children meet or exceed personal targets	the gap between themselves and peers. Allow children to access an appropriate the curriculum
Quest- English	Y4- 8 Y5- 2	5 x per week 1hr per session	Targeted children working below age related expectation without a specific learning difficulty	Year 3/4 - Children to reach age related expectation Year 5- Children to reach year 5 emerging	Continue to identify and target children early in order to narrow the gap. Continue Year 5 Quest group as and when needed. Begin year 3 quest group for higher ability.
Success in spelling	Y5-3 Y6-4	1x 45mins per week (x2) +15 mins planning	Working below age related expectation and children who have a specific spelling difficulty	Successful completion of success in spelling programme	Can be repeated if needed
Reading 1:1	Y3- 6 Y4- 2	5x 15mins per week	Children who have a specific reading difficulty or those who do not have support from home	Children listened to read by adult a minimum of 1x per week. Children move up their ZPD and improvement on	Reading 1:1 for HA children to begin

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				accelerated reader reading age	
Handwriting	Y3- 2 Y5- 5 Y6- 8	2x 30mins per week	Children are yet to develop a clear and fluent joined handwriting style	Children more confident with their handwriting and handwriting more legible	Pencil control group to begin for those not ready for handwriting club
Toe by toe	Y3- 1	3x 15mins per week	Reader who struggled to identify all letters and sounds when reading.	Able to identify sounds and use these sounds to segment and blend simple words.	Continue identify and target children early in order to narrow the gap
Emotional support	Y4- 4 Y5- 8 Y6- 10	1x 1 hour per week (x2)	Children who have barriers to learning due to outside influences	Children build relationships with trusted adults making them happier within school. Children trust school is a safe place where they are able to talk. Ensures we are able to support children the best we can	Continue to be flexible as children's needs differ throughout the year. Ensure safeguarding register is kept up to date.
Socialisation	Y3- 4 Y4- 1 Y5- 5 Y6- 4	1 x 1 hour per week	Children identified as struggling to make friends and form friendships for a variety of reasons.	Builds children's self-esteem and helps them to be more settled within school.	Very successful group with one particular year 3 child.

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			Some have low scores on boxall profile		
Learning behaviours	Y3-1 Y4- 2	1 x 1 hour per week (x2)	Children identified as struggling to access the curriculum due to struggling with the structure of EJS	Less low level disruptions in lessons enabling all children to learn. Reduction in behaviour sheets for in class incidents	Regular group ensures better use of adult time as less spent dealing with incidents after play/dinner time
Respecting others	Y5- 5	1x 1 hour per week (x2)	Children who struggle to respect their peers and adults	Reduction in behaviour sheets.	Regular group ensures better use of adult time as less spent dealing with incidents after play/dinner time
Lego	Y3- 4 Y4- 4 Y5- 4 Y6- 4	1x 30mins per week (x2)	Children who may be facing difficulties at home but do not feel comfortable opening up. Children identified on boxall profile as scoring low in emotional literacy.	Children are able to offload and express themselves to adults with feeling pressure	Giving children the confidence to be able to discuss their feelings

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Safe behaviour	Y4- 2 Y5- 5 Y6- 2	1x 1 hour per week (x2)	Intervention group for vulnerable children within the community. Referred by teachers and identified on boxall profiles	Children are safer in the community. Reduction in incidents outside of school with public services	PCSO to continue working with children on specific incidents in the community. Continue to keep close relationship with public services.
IDL (Indirect Dyslexia Learning)	Y3- 1 Y5- 3 Y6- 1	5x 15mins per week	Children diagnosed with dyslexia or dyslexic tendencies	Reported average 10 month increase after 26 hours use. As newly began this will be monitored throughout year	Beneficial for children without dyslexia. To be used for children who struggle to access Accelerated Reader.
TOTAL	£81,742				