

# Pupil premium strategy statement Goosewell Academy 2016-17 and review of 2015-16

1. Summary information					
School	Goosewell Academy				
Academic Year	2016-17	Total PP budget	193,660	Date of most recent PP Review	NA
Total number of pupils	625 (Jan 2016)  600 (Jan 2017)	Number of pupils eligible for PP	235 pupils 101 Ever 6 160 Service incl 13 dual funding 3 LAC	Date for next internal review of this strategy	July 2017

2.	3.	4. Current attainment – Yr 6 2016 results			
		<i>Pupils eligible for PP (19) Incl 2 PP+</i>	<i>Pupils not eligible for PP</i>	<i>All Pupils</i>	<i>National Average</i>
% achieving in reading, writing and maths		26%	52%	47%	53%
Progress score in reading		-0.3	0.9	0.7	
Progress score in writing		-4.4	-1.7	-2.3	
Progress score in maths		-0.5	1.5	1.1	

5. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Oral Language skills in Foundation stage and Year 1 are low, which slows reading and phonics progress in Key Stage 1.	
B.	Many Ever 6 pupils are also SEN, and require additional support to help them make progress, however this needs managing.	
C.	Mental health issues in Pupil Premium children caused by the impact of home life which then affects concentration and learning.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Some pupils receive little home support to help them make progress especially with reading and spelling and homework. This maybe because they are young carers.	
E.	Family health circumstances cause several children to be late for school.	
6. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For 85% children in Year 1 to pass the Year 1 phonics test and children in Foundation Stage to enter Y1 with a better starting point.	Pupils eligible for PP in FS and Y1 to make rapid progress in phonics so that at least 6 in Y1 pass the Y1 phonics screening.

<b>B.</b>	For children who are Pupil Premium to make maximum progress and if they are also SEN balance the time they spend at intervention or in class.	Children who are PP and SEN receive focused support without it being overwhelming so that they make good progress across the curriculum to diminish the difference between them and their peers.
<b>C.</b>	For children to come to school ready to learn and be protected and supported to deal with external influences	Learning mentors, PSA and ELSA teaching assistants, MAST, outdoor learning, EWO and CAMHS have a positive impact on PP children with mental health issues so that they can concentrate and learn.
<b>D.</b>	School to provide support for reading/ spelling/ homework for PP children and also help/encourage parents to do so	PP children complete home learning, either in school or at home, so that they make good progress to diminish the difference between them and their peers.
<b>E.</b>	Continue to support families to have better attendance for their children	Attendance of FSM to increase to 95%

7. Planned expenditure					
Academic year	2016-17				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. For 85% children in Year 1 to pass the Year 1 phonics test and children in Foundation Stage to enter Y1 with a better starting point. PP children - for 6/10 PP children to pass Y1 phonics	Change of approach to the teaching phonics in Y1 following school to school support. More time given each day to the teaching of phonics.	Slow rates of improvement for end of Y1 phonics screening and below national in the last two years. (2016 Y1 disadvantaged children out performed others for the first time – however PP in EYFS in 2016 performed lower than non PP in Reading and Writing including phonics. Research has shown that the acquisition of early phonics knowledge supports reading development.	Time given during PPA to plan effectively and new resources brought to support the teaching of phonics. The progress of all children is be monitored closely November, February, April and June with a focus on key PP children.	GB and BN (SLT)	July 2017
B. For children who are Pupil Premium to make good progress(3 points a year) and if they are also SEN balance the time they spend at intervention or in class.  C. For children to come to school ready to learn and be protected and supported to deal external influences	All teachers have a heightened awareness of the needs of disadvantaged pupils eg. PP lists, provision mapping, PP meeting focus. Teacher training on the use of Success Criteria in lessons so that children are clear about their 'steps to success' to help make progress.	Data shows that PP children's progress is slower than that of other children and attainment much lower than other children's. Evidence shows that PP children feature highly on SEN lists and for those with SEMH – <b>see Pupil Premium and Service Premium breakdown</b>	KP2 in School Improvement Plan focuses on the progress of disadvantaged children. Pupil Progress meetings monitor PP children closely. SENCO monitors the progress of all SEN/PP children due to their high numbers.	SENCO - Ju M  SLT and subject middle leaders	July 2017
Total budgeted cost					£3000 for staff meeting time and monitoring time, also for release of teachers to monitor progress in Y1 and for the purchase of new reading books and truggs game.

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. For 85% children in Year 1 to pass the Year 1 phonics test and children in Foundation Stage to enter Y1 with a better starting point. For 6/10 (60%) of Pupil premium in Y1 to pass phonics screening.	Small group work, both in Y1 and Foundation Stage led by a teacher to boost phonics and reading knowledge. Small group work on BLAST with specialist teaching assistant in FS and Y1 to support reading and phonics development.	This worked well in Y1 last year and has been disseminated to Foundation Stage to ensure disadvantaged children are Y1 ready. Best practice within the school.  Some children come to school with very poor language skills and confidence. This encourages talk in	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Regular reviews of progress to be shared with SLT and Governors.  Progress of Year 1 reading to be monitored using YARC. FS to be assessed in the summer ready for Y1.	SW – FS Thursdays  MB – Y1 Mon, Tue, Wed  AE, AP, MB	July 2017
B. For children who are Pupil Premium to make maximum progress and if they are also SEN balance the time they spend at intervention or in class.  D. School to provide support for reading/ spelling/ homework for PP children and also help/encourage parents to do so	Small group/individual support from teachers and TAs for PP/SEN and PP children. This support is through regular intervention work in groups to address gaps in learning, or 'catch up' work where children who have not understood a concept in a lesson go out to consolidate as soon as possible after a lesson. This support is also used on occasion to help children with homework if home support is poor.	The EEF emphasises that teachers are best qualified to support lower attaining children, however we have selected some TAs for this role based on their skills set, knowledge of the children and ability to build relationships.	SENCO has organised a clear timetable. Teachers have thought about areas they would like work to be done in and talked to teachers and TAs leading interventions. Each class has a class provision map showing interventions taking place. Teachers carrying out interventions keep records of lessons and progress. These interventions are all monitored by class teachers together with intervention teachers and then data is shared and evaluated with Middle Leaders at PP meetings 6x year and reported back to SLT and Governors as part of PPM report.	KT – Y3/4 KH – Y1/2 MB – FS/Y1 EM – Y5/6  One TA per year group Years 3-6 has dedicated time	July 2017

B. For children who are Pupil Premium to make maximum progress and if they are also SEN balance the time they spend at intervention or in class.	<p>Y6 children have been split into 4 groups for Maths to help children make faster progress.</p> <p>Maths support for Y6 is also give out of school hours 3x week to support PP, SC and other children in Y6 in making good progress towards 100S in Maths. Lift home provided for those where transport is a problem to encourage attendance.</p>	<p>Smaller classes enable those children who struggle to make faster progress towards the expected standard.</p> <p>Small booster groups with teachers help children to learn are more effectively as stated in EEF toolkit and Visible Learning.</p>	<p>Weekly planning meetings for Y6 Fluid movement of children from one group to another if needed. Two parallel higher classes of 27, two parallel lower classes of 18 and 15. Six weekly Pupil Progress meetings and data collection to discuss and monitor progress.</p> <p>Progress monitored through maths lessons, verbal feedback and at six weekly Pupil Progress meetings.</p>	<p>SC, HR, LC and SS/EM</p> <p>LM, TH and KS JA 3hr week</p>	July 2017
B. For more able children who are Pupil Premium to make good progress.	More Able Pupil Premium children in each year group to be identified. Class teaching assistants to know these children and ensure they feel supported in the classroom.	Class teachers show on their planning where greater depth and mastery is being enabled and where additional challenge is applied in their teaching.	HT and DHT to be set up as Champions for more disadvantaged children and meet them to discuss their learning and progress each term. This is then fed back to class teachers.	DHT and HT	July 2017
D. School to provide support for reading/ spelling/ homework for PP children and also help/encourage parents to do so	<p>1:1 reading club, managed by Reading Champion and run together with parent volunteers for Y1 and Y2 children.</p> <p>Term 4 will see beginning of family story time café with FS classes and their parents to encourage home reading and library visits.</p>	Some children receive little home support for regular reading, this daily club helps to mirror home support and so diminish the difference between these children and their peers.	Reading Champion keeps clear records of progress as children move through reading stages. This is shared regularly with class teachers and children join the program or graduate as they progress.	CJ	July 2017

<p>C. For children to come to school ready to learn and be protected and supported to deal external influences</p>	<p>Learning mentors from the Excellence cluster used 2 days a week to work with children who need emotional support in school. Specific teaching assistants have been ELSA trained so that they can work with vulnerable pupils to help raise their self-esteem/give them an opportunity to talk about their worries so that they are able to concentrate on their learning in class.</p> <p>MAST support for vulnerable children.</p> <p>Family support workers go into homes to support vulnerable families.</p> <p>CAMHS support is applied for where there are emotional mental health issues and it is deemed necessary.</p>	<p>Mental health support can help to alleviate children's worries or gives them strategies to cope so that they are able to concentrate on their learning in school.</p>	<p>SENCO coordinates this work throughout the school, completing referrals, meeting with parents, chairing CAF meetings. She monitors the progress that children and families make and also liaises with the Safe guarding Lead, PSA and Attendance administrator.</p>	<p>Ju M Learning Mentors – 2 days</p> <p>AP LD,TN, JA,</p>	<p>July 2017</p>
<p>C. For children to come to school ready to learn and be protected and supported to deal with external influences</p> <p>E. Continue to support families to have better attendance for their children.</p>	<p>Two teaching assistants to work with groups of children to develop outdoor learning skills eg. fire making, lighting and cooking, shelter creating whilst also working on team work, practical problem solving and confidence. This also helps to encourage children to come to school.</p>	<p>Using a Services Grant we have trained two teaching assistants and purchased resources to set up outdoor learning activities for our PP and SC children. Many children spend a lot of their time indoors at home on mobile devices. We are trying to encourage them to develop their outdoor learning and skills that will help them learn in class. The EEF states that studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress.</p>	<p>The leaders regularly report to class teachers on the groups they have worked with. They are also in close liaison with the DHT.</p> <p>Next year this will be solely funded by Pupil Premium.</p>	<p>SC and NH</p>	<p>Ongoing as each group completes their sessions.</p>
<p>B. For children who are Pupil Premium to make maximum progress and if they are also SEN balance the time they spend at intervention or in class.</p>	<p>Cookery activities completed with teaching assistant working on basic maths and literacy skills.</p> <p>These children are pupil premium and have particular SEN needs.</p>	<p>Working on basic skills through cooking, verbal feedback very good, also noticeable in lessons – one child could explain simple fractions after using them when cooking.</p>	<p>Reports kept by TA who leads cookery session. Skills developed feedback to classteachers and observed being used in other subjects.</p>	<p>TM</p>	<p>December 2016</p>

Total budgeted cost					£148,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>C. For children to come to school ready to learn and be protected and supported to deal with external influences.</p> <p>D. School to provide support for reading/ spelling/ homework for PP children and also help/encourage parents to do so</p> <p>E. Continue to support families to have better attendance for their children</p>	<p>The PSA works with vulnerable families, giving parents support, but also children through tricky situations whether they be financial, emotional – bereavement or family separation disputes. She helps with paperwork and signposts families to external agencies for further support as needed. The PSA runs a keeping in touch club for children with a family member in the services so that they can write notes/send messages/create gifts for loved ones.</p> <p>The School administrator aided by the PSA looks after attendance and children joining the school or leaving. If children are away and no call has been received, she will follow up. If attendance is an issue, she will discuss problems with families and offer support in the form of the EWO or PSA at school. We expect children to be in school each day. If not we will collect and make arrangements for them to be in school on time. Where a problem seems to be occurring we will ring at 8.30 to check all ok. If a family's circumstances change, the administrator will help them to fill in</p>	<p>Our PSA provides an invaluable service that the school would find it hard to function without, being a very effective link between vulnerable families and school. Parents see her as a friendly face, between parents and school.</p> <p>An important part of the administrator's role. She knows many of the families and has built up effective relationships with them from when they first came for a visit before they joined. She liaises well with PSA and EWO to help to ensure families are in school.</p>	<p>The PSA writes a weekly review for the HT, indicating all the families she has supported in various ways.</p> <p>The administrator works closely with the PSA and SLT. Termly meetings are held to monitor attendance and monthly meetings with the EWO.</p>	<p>JP</p> <p>LA</p>	<p>July 2017</p>

	forms for support, or if services families need to move due to deployment, she advises re changing schools paperwork.				
For children who are Pupil Premium to make maximum progress and if they are also SEN balance the time they spend at intervention or in class.	Contribution towards subscriptions for digital learning resources eg. Mathletics, IR Maths, particularly used in Y5/Y6 to help children make more rapid progress and encourage home learning.	The EEF states that studies consistently find that digital technology is associated with moderate learning gains	Progress of children in Y5/6 monitored on Mathletics. Tasks set for children to complete. Computer room open at lunchtimes to encourage further use of online resources. In other year groups, use of online resources monitored through planning scrutiny, discussions and observations.	SS, Y5/Y6 teachers	July 2017
D. School to provide support for reading/ spelling/ homework for PP children and also help/encourage parents to do so	A homework club is run twice a week after school by teaching assistants. PP children who struggle to complete homework at home are encouraged to come along.	Children benefit from support to complete their homework at school to avoid conflict being caused at home.	Register kept of children who attend. 32 children attend presently, 11 are PP children.	JA, AF, CL	July 2017
C. For children to come to school ready to learn and be protected and supported to deal external influences	Financial support for PP families with subsidies towards residential trips in Y4 to London, Y6 Residential and Music lessons (Y3-Y6)	PP children to be given financial support so that they can experience the same opportunities as other children in their year group - £1000.	RK and SW to monitor the use of the subsidy. LA and JP to signpost people to it. £30 subsidy given towards London Y4 trip of £150 and £30 subsidy towards Y6 residential, £145. Music subsidy of £25 for lessons Subsidies used for other trips as and if needed.	LA, RK, SW	July 2017
C. For children to come to school ready to learn and be protected and supported to deal external influences	Teaching assistant deployed as part of her role to provide SC children with support as they join our school – settling in interviews, and follow up	New children settle in more quickly when this has occurred and gaps in learning can be addressed by teachers or intervention work if they arise.	Monitor through discussion with children and teachers how children settle and feel supported.	JA	July 2017
<b>Total budgeted cost</b>					<b>£27,434</b>

8. Review of expenditure	
Previous Academic Year	2015-16



i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
For Pupil Premium children to make good progress in all subjects	<p>Teachers have a raised awareness of children who were PP and SC in their class. Staff training in quality first teaching for all children.</p> <p>Staff training in effective use of teaching assistants to support learning.</p> <p>Teaching assistants reorganised around the school during summer 2016 – afternoons working with groups of children.</p> <p>Children's progress is rigorously monitored and evaluated 6x year at Pupil Progress Meetings with Middle leaders. Reports are fed back to SLT</p> <p>All children's progress matters.</p>	<p>The majority of PP children made at least expected progress, though their level of need and ability varied from class to class and year to year. A substantial number also have SEN which can impact on their progress. – see <i>Pupil Premium Progress Report 2015-2016</i></p> <p>All teachers were held to account for the progress of each pupil in their class.</p>	<p>Continue with raised awareness and quality first teaching for all.</p> <p>Continued as part of SDP, with Literacy and Maths leaders competing the meetings in their leadership time as part of their middle leadership role. Meetings to be monitored for challenge by DHT.</p>	£15,000
ii. Targeted support				
Desired outcome	Chosen action/approach	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
For children in FS to strengthen their speaking and listening skills so that they make faster progress.	TA using Blast with small groups in FS to promote speaking and listening skills	Great increase in number of children reaching GLD – 2015 all 52%, Plymouth 63% nat 66% FSM 38% Plymouth 48% Nat 51% 2016 all 63%, Plymouth 64% FSM 60% Plymouth FSM 50%	More support put into Foundation Stage in terms of a teacher in hope that less intervention needed if the gap is addressed in FS/Y1 Year 1 phonics screening target 2016-17 increased as a result of improved outcomes in FS.	12,660
To support PP children across the school who have speech and language problems	Expert teaching assistant support for children with Speech and language difficulties across the school, working on a 1:1.	A very worthwhile resource for supporting children with complex needs	Speech and language teaching assistant support used across the school	16,644

<p>To accelerate the progress of slow moving PP and SC children to help narrow the gap between them and other pupils.</p>	<p>Additional teachers working with slow moving pupils either in groups or with individuals in the key areas of Phonics, reading, writing and/or Maths. This also included writing conferencing</p>	<p><u>2016 results</u>  <b>Y1 Phonics</b> – 68/90ch 76% achieved standard, Nat -81% disadvantaged 10/12 83% achieved standard.  <b>Y2 Sats</b> – Reading 79% expected or above, Nat – 74% disadvantaged 73%  Writing 64% exp or above Nat – 65%  Disadvantaged 60%  Maths 76% exp or above Nat – 73%  Disadvantaged 73%.  Pupil premium children made expected or better progress in all year groups.  In Y1, Y2, Y5 and Y6, Pupil Premium children made faster progress than their peers in Reading and Maths.  Service children made at least expected progress and made better than their peers in Y2 writing and reading, and Y5 and Y6 writing.</p>	<p>Our approach could be more focussed to specific children's needs.  The monitoring of interventions as they happened was difficult when people did not have accurate starting points.  This year we are thinking carefully about which interventions worked best and were possible to measure the impact accurately.  We have made a conscious decision to monitor Pupil Progress through 6 weekly pupil progress meetings. From these children who are falling behind will be targeted for support.  We have also retimetabled support staff so that they have dedicated afternoons to support the progress of pupil premium children.</p>	<p>63,212</p>
<p>To accelerate the progress of slow moving PP and SC children to help narrow the gap between them and other pupils in Maths.</p>	<p>Interventions in Y4 to support children with their Maths learning with a teaching assistant.   KS– teacher, taught a Maths group in Y6 so that the 90 children could be split between 4 and carried out 'catchup' interventions and after school clubs with Y5 and Y6 children to close the gap in their Maths learning between them and their peers as Maths was in end of KS2 Sats 2015.  Children's progress is rigorously monitored and evaluated at termly Pupil Progress Meetings with SLT.</p>	<p>Y4 PP children made 3.1pts progress, their peers 3.2   July 2016 - Y5 PP children made 3.5pts progress, their peers 3.3, Y6 PP children made 5.8pts progress, their peers 5.2.   Maths Y6 Sat 71% expected standard (national 70%), 53% disadvantaged.   Overall, children's confidence has grown greatly and they are much more willing to have a go now when they meet calculations.</p>	<p>Year 3 and 4 Maths interventions to be carried out by a teacher. Teaching assistant to work with some small groups, building confidence.   Continue 4 groups for Maths in Y6.   One teacher to do catch up maths interventions for year 5/6.   After school maths booster clubs to continue for Y6 in Spring term building confidence ready for SATs.   In 2016/17 additional teaching time for Foundation and Y1 is being used to diminish the difference and to enable children to make good progress from their starting points. Over time this should lead to a higher standard moving through the school for most children. teaching.</p>	<p>Summer term  £13,610</p>
<p>To accelerate the progress of slow moving PP and SC children to help narrow the gap between them and other pupils.</p>	<p>Children learn and apply basic maths life skills through cookery lessons.</p>	<p>This activity has proved to exceed our expectations to help develop several vulnerable children's spoken language skills, basic life skills and confidence.</p>	<p>Continued for the Autumn 2016, but then stopped due to staffing restructure/redundancies.  It was used for those children who were PP and extreme SEN and helped to develop their basic skills. Whilst these children would not reach ARE, it emphasises the point that every child counts.</p>	<p>£6528</p>

To accelerate the progress of slow moving PP and SC children to help narrow the gap between them and other pupils.	Children access learning and develop computer science skills in lessons using ICT.	Not only have children's computing skills been developed but key children have improved their ability to build relationships and feel confident through NH's support. Teachers have been appreciative too!	Teaching assistant training to do outdoor learning so will be doing this instead.	£2530
To support a higher than normal proportion of vulnerable PP children and families including those with SEND.	SENCO support for disadvantaged pupils Commission MAST (Multi Agency Support Team) services. To provide expert support for children and families who have emotional and social barriers to learning and succeeding.  For learning mentors to support the emotional needs of vulnerable children	Caseload is endless. Many PP children are also SEN so progress needs to be monitored carefully but many also have involvement with external agencies organised by SENCO	Definitely continue, Senco to continue using MAST services and Learning Mentors to support children's needs as necessary across the school	£33,888
To support reading for vulnerable pupils so that they make better than average progress and diminish the difference between them and others.	Reading Champion, CJ, to raise the profile of reading for all children but ensure all Pupil Premium Children are supported towards achieving age related expectations. Cathy works to organise a group of parents who listen to children read daily. Accelerate the reading ability of weaker KS1 and LKS2 children by providing a daily read.	Successful measurable and non-measurable outcomes for PP children. Regular reading has helped children to become more fluent readers and cope with the challenges of reading in school. Children from Years 1 to Y6 have been identified for reading support for regular practice and basic comprehension skills. CJ recruited secondary school volunteer students and restructured the programme to maximise impact for children.	Reading club to be run for Year 1/Year 2 children to help them make faster progress in reading at a younger age.	£4444

### iii. Other approaches

Desired outcome	Chosen action/approach	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
To provide support for children who join our school from Service families and other school.	Settling in interviews and follow up	Pupils who join our school settle in quickly and attendance is higher than other PP children and above the school average of 96.85%. Jo A worked well with children having initial discussions and then following up their entry.	This approach continues with JA meeting all new children, finding out about their interests and experiences and helping them to settle in.  This approach continues but has been slimmed down as children are entering Y5 and Y6 in a better position after more years of NC14 and we have a better understanding of expectations.	Already accounted for

To provide parental support for vulnerable families. To sign post services as applicable to families.	To fund a Parent Support Adviser to support families in need, lead the HMS Heroes group and liaise with Service families HMS heroes membership	A role continuing to prove to be invaluable in meeting the varied needs of children and families, whatever their background and circumstances, when a need, concern and crisis arises. Service children are settled and make good progress and are involved in shaping their support and that of the school. Again, all responses from parents and children are praiseworthy.	Continue with this role providing invaluable support for vulnerable families and children across the school.	£17901  £500
To support PP families with financial support so that children do not miss out on learning opportunities.	Financial support for PP families with subsidies towards residential trips in Y4 to London, Y6 Residential and Music lessons (Y3-Y6) Enrichment opportunities for children on FSM.	2 children took up this subsidy for Music lessons. 6 used it for residential visits  The subsidy was used to support 3 children's attendance at MAST run Easter and Summer Schools to help their wellbeing and learning.	This will be continued.	£2100
To support parents to ensure their children have good attendance at school. To help them if they need to move school due to deployment.	Admissions and transitions support for service families from the school administrator is good and ensures there is good communication between families, staff and other settings.	This is a key role of the school for it is the first and final point of contact between families and schools. The Parents Survey in 2015 showed this is highly rated by parents. (Parents Survey 2015)	This will be continued.	£2500
To support progress of all children and home learning.	Online learning resources – Mathletics and IR Maths	Children and parents are very positive about the use of online resources for Maths learning. The computer room is open at lunchtimes for additional time and homework is often set via Mathletics for Year 5/Year 6. Teachers monitor the completion of tasks online and there is an expectation that children will complete set tasks as homework or in school at lunchtimes if access not possible at home.	This will be continued.	£500

## 9. Additional detail

### Additional information which have used to inform the statements above.

1:1 reading club notes, SENCo discussion, Class Provision Maps and overview of interventions children have attended, End of Key Stage data, Case studies for Y6 (2015-16) PP children with SEN, Lists of children attending interventions 2016-17, Year 6 2016-17 – detailed look at PP children, their starting points, any barriers and progress. Timetables for teaching assistants and teachers working with children, records kept by teachers of their interventions.  
Progress of children 2015-16, Progress of children term 1 and 2.

