

Woodhouse Primary Academy



Review of Pupil Premium Action Plan

The plan for the academic year 2017-18 was written by D Mann and K Smith.

It has been reviewed by C Lavelle in consultation with O Wilson.

Data Analysis:

This analysis provides the following comparisons for the outcomes:

- EYFS
- Year 1 Phonics Screening
- KS1 SATs
- KS2 SATs

Key Questions:

- 1) How well do disadvantaged children at WPA perform compared to their non-disadvantaged school peers?
- 2) How well do disadvantaged pupils at WPA perform compare to their non-disadvantaged national peers?
- 3) So what?

Outcomes end of KS2 2018

(Data does not take into account 2 children to be removed from 2018 KS2 data as new arrivals)

Reading	National 2018	National Non Disadvantaged (Birmingham)	WPA (63 Cohort)	WPA Disadvantaged (28 children)	WPA Non Disadvantaged (35 children)
Reaching Expected or above %	75%	75%	78%	75%	80%
Greater Depth	28%	30%	38%	36%	40%
Average Scaled Score	105.0	105.3	106.9	107.0	107.1

Writing	National 2018	National Non Disadvantaged (Birmingham)	WPA (63 Cohort)	WPA Disadvantaged (28 children)	WPA Non Disadvantaged (35 children)
Reaching Expected or above %	78%	80%	79%	71%	86%
Greater Depth	20%	18%	25%	25%	26%

Grammar, Punctuation and Spelling	National 2018	National Non Disadvantaged (Birmingham)	WPA (63 Cohort)	Disadvantaged (28 children)	Non Disadvantaged (35 children)
Reaching Expected or above %	77	81	81	75	86
Greater Depth	34	43	41	43	40
Average Scaled Score	106.0	107.8	108.7	107.5	109.7

Mathematics	National	National Non Disadvantaged (Birmingham)	WPA (63 Cohort)	Disadvantaged (28 children)	Non Disadvantaged (35 children)
Reaching Expected or above %	75%	76%	81%	75%	86%
Greater Depth	24%	26%	30%	25%	34%
Average Scaled Score	104.4	104.8	106.2	104.5	107.6

Combined RWM	WPA Disadvantaged	WPA Non Disadvantaged	National Non Disadvantaged (Birmingham)
Expected or above %	68%	74%	67%
Above %	14%	23%	11%

1) How well do disadvantaged children at WPA perform compared to their non-disadvantaged school peers?

- In reading, there is an in school gap between disadvantaged children and non-disadvantaged children, with 75% of disadvantaged children achieving EXS + compared to 80% of non-disadvantaged children achieving the same standard.
- In writing, there is an in school gap between disadvantaged children and non-disadvantaged children, with 71% of disadvantaged children achieving EXS + compared to 86% of non-disadvantaged children achieving the same standard.
- In Grammar, Punctuation and Spelling, there is an in school gap between disadvantaged children and non-disadvantaged children with 75% of disadvantaged children achieving EXS + compared to 86% of non-disadvantaged children achieving the same standard
- In mathematics, there is an in school gap between disadvantaged children and non-disadvantaged children with 75% of disadvantaged children achieving EXS + compared to 86% of non-disadvantaged children achieving the same standard.
- In the combined outcomes for RWM, there is an in school gap between disadvantaged children and non-disadvantaged children with 68% of disadvantaged children achieving EXS + compared to 74% of non-disadvantaged children achieving the same standard.

2) How well do disadvantaged children at WPA perform compare to their non-disadvantaged national peers?

- In reading, WPA disadvantaged children are achieving the same outcomes as national non-disadvantaged children, with 75% of disadvantaged children achieving EXS +.
- In writing, there is a gap between disadvantaged children and national non-disadvantaged children, with 71% of disadvantaged children achieving EXS + compared to 80% of non-disadvantaged children achieving the same standard.
- In Grammar, Punctuation and Spelling, there is a gap between disadvantaged children and national non-disadvantaged children with 75% of disadvantaged children achieving EXS + compared to 81% of non-disadvantaged children achieving the same standard.
- In mathematics, WPA disadvantaged children are 1% below achieving the same outcomes as national non-disadvantaged children, with 75% of disadvantaged children achieving EXS +.
- In the combined outcomes for RWM, WPA disadvantaged children are achieving the same outcomes as national non-disadvantaged children, with 68% of disadvantaged children achieving EXS +.

So what?

Reduced class sizes of 20 pupils for morning teaching sessions of RWM with all pupils being taught by experienced Year 6 teachers and support staff. Teaching sessions in morning for core subjects has been increased by 30 minutes. Analysis of current data is robust and regular to ensure all pupils are being supported and challenged appropriately. Identified pupils receiving additional teaching time through after school sessions.

Outcomes end of KS1 2018

Reading	National	WPA (62 Cohort)	Disadvantaged (20 children)	Non Disadvantaged (42 children)
Reaching Expected	75	73	55 (66)	81 (76)
Greater Depth	26	21	5 (13)	29 (23)

Writing	National	WPA (62 Cohort)	Disadvantaged (20 children)	Non Disadvantaged (42 children)
Reaching Expected	70	69	55 (59)	76 (71)
Greater Depth	16	19	5 (8)	26 (15)

Mathematics	National	WPA (62 Cohort)	Disadvantaged (16 children)	Non Disadvantaged (46 children)
Reaching Expected	76	71	60 (66)	76 (76)
Greater Depth	22	21	10 (12)	26 (21)

1) How well do disadvantaged children at WPA perform compared to their non-disadvantaged school peers?

- In reading, the in school gap between disadvantaged children and non-disadvantaged children is greater than the national gap, with 55% of disadvantaged children achieving EXS + compared to 81% of non-disadvantaged children achieving the same standard.
- In writing, the in school gap between disadvantaged children and non-disadvantaged children is greater than the national gap, with 55% of disadvantaged children achieving EXS + compared to 76% of non-disadvantaged children achieving the same standard.
- In mathematics, the in school gap between disadvantaged children and non-disadvantaged children is in line with the national gap, with 60% of disadvantaged children achieving EXS + compared to 76% of non-disadvantaged children achieving the same standard.

2) How well do disadvantaged pupils at WPA perform compare to their non-disadvantaged national peers?

- In reading disadvantaged children performed well below the performance of the national outcomes for all children with a gap of -20% and -16% in EXS and GDS respectively.
- In writing, disadvantaged children performed below the performance of the national outcomes for all children with a gap of -15% and -11% in EXS and GDS respectively.
- In mathematics, disadvantaged children performed below the performance of the national outcomes for all children with a gap of -16% and -12% in EXS and GDS respectively.

So what?

Experienced Year 2 team led by DHT, curriculum reorganized to match the needs of the current cohort. Robust and regular pupil progress meetings are taking place around the data outcomes from the current term from both on-going teacher assessment and tests. There is additional teaching capacity across year 2 to provide additional support and challenge for those pupils that have been flagged up in pupil progress meetings so as to address gaps/misconceptions at an earlier point in the learning journey. Interventions are in place to support the specific needs of identified children across the year group.

Outcomes of Phonics Screening 2018

School at	National at	School Disadvantaged	Non disadvantaged
87%	82%%	93%	84%
	Birmingham	74%	83%

Strong picture of phonics in Year 1 with disadvantaged pupils outperforming- both at school and at national level.

So what?

There are two new teachers in Year 1 this year, the EYFS and English Leaders will support colleagues in building upon the success of 2018-19 and ensure the curriculum addresses the low attainment of the current Y1 cohort in their EYFS outcomes for Literacy.

Outcomes at end of EYFS 2018

%	School All	National All	School Non	National Non Birmingham	School Disadvantaged	National Disadvantaged Birmingham
Good Level of Development	59	72	71	70	44	61
Literacy	62	71	76	72	44	63
Mathematics	66	78	76	75	52	67

1) How well do disadvantaged children at WPA perform compared to their non-disadvantaged school peers?

- Good Level of Development, there is an in school gap between disadvantaged children and non-disadvantaged children of 15% , with 44% of disadvantaged children achieving a GLD compared to 71% of non-disadvantaged children achieving the same standard.
- In Literacy, there is an in school gap between disadvantaged children and non-disadvantaged children of 22% , with 44% of disadvantaged children achieving a GLD compared to 76% of non-disadvantaged children achieving the same standard.
- In Mathematics, there is an in school gap between disadvantaged children and non-disadvantaged children of 24% , with 52% of disadvantaged children achieving a GLD compared to 76% of non-disadvantaged children achieving the same standard.

2) How well do disadvantaged children at WPA perform compare to their non-disadvantaged national peers?

- ***Currently the national data is not available therefore the comparison is between disadvantaged children at WPA and non-disadvantaged children from the Birmingham Local Authority.***
- Good Level of Development, the gap between disadvantaged children and non-disadvantaged children of 16% , with 44% of disadvantaged children achieving a GLD compared to 70% of non-disadvantaged children achieving the same standard.
- In Literacy, there is an in school gap between disadvantaged children and non-disadvantaged children of 28% , with 44% of disadvantaged children achieving a GLD compared to 72% of non-disadvantaged children achieving the same standard.
- In Mathematics, there is an in school gap between disadvantaged children and non-disadvantaged children of 23% , with 52% of disadvantaged children achieving a GLD compared to 75% of non-disadvantaged children achieving the same standard.

3) So what?

- The EYFS lead is working closely with the current year 1 team to ensure the curriculum is addressing the gaps in learning.
- Planning and the quality of learning is being reviewed on a regular basis.
- The current EYFS team has addressed the identified next steps in provision for the EYFS pupils through changes to the environment, planning and organization of resources and staff.

Woodhouse Primary Academy's Pupil Premium Action Plan 2017-2018

Headteacher name:	Darren Mann	Signature:				
LAB Champion name:	Keri Smith	Signature:				
Date of audit:	7.9.17					
Pupil Premium Profile 2017-18		Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)				
Total number of pupils on roll: (Correct on 7.9.17)	451		2014	2015	2016 (Progress Score)	2017
Number of eligible pupils: (Correct on 7.9.17 – not including Reception)	190	% of pupils making expected progress in English	R: 86% W: 83%	R: 84% W: 97%	R: -1.59 W: -0.07	TBC
Amount per pupil:	£1320	% of pupils making expected progress in Maths	69%	90%	-2.41	TBC
Total pupil premium grant:	£250, 800					
BARRIERS TO LEARNING:						
<ul style="list-style-type: none"> - Lack of parental support - Attitude & low expectations/aspirations of parents, pupils and staff - Low self-esteem and confidence - Poor language skills - EAL 		<ul style="list-style-type: none"> - Physical barriers-e.g. hunger - Apathy - Narrow pre-school experiences - Chaotic home lives - Poor attendance and punctuality 				
DESIRED OUTCOMES:						
<ul style="list-style-type: none"> - Improving engagement with families - Improving attendance - Improving behaviour - Reducing gaps in attainment and achievement 		<ul style="list-style-type: none"> - Improving PP attainment - Accelerating Progress - Extending Opportunities - A relevant and engaging curriculum 				

As outlined in the academy's pupil premium policy the funding is allocated to support the more disadvantaged pupils. The measure the Government currently uses for this is a child's eligibility for free school meals. At present, any child who has been eligible for free school meals at any point during their primary school career (Years 1 to 6) is classed as "Ever6" and is eligible for PPG.

Looked after children are also eligible as are children who has a parent in the armed forces.

We have very clear aims at Woodhouse for the use of our PPG. The funding is used primarily to support closing the gap in the attainment and progress of Ever6 pupils compared to all other pupils. Our first priority is to provide quality first teaching for all pupils. Other initiatives, interventions and projects set up are aimed at attendance, behaviour, supporting factors outside of school, providing quality CPD that is specific to FSM, ensuring that all pupils have an equal entitlement to enrichment activities and other activities that will support the most disadvantaged children.

Ever 6 children are closely monitored, the Assistant Head (KB) is the designated Pupil Premium Lead and is responsible for ensuring the funding is allocated appropriately and is having desired impact. The Head of School monitors the progress and attainment of all groups, and specifically Ever6.

The school's Local Governing Board holds the school to account over the effective use of PPG and the Chair is the dedicated "Pupil Premium Champion" on the LGB. They meet with the pupil premium lead regularly to support and challenge the use of PPG.

The table below shows how the funding will be allocated for the coming school year. This may be subject to change following analysis of internal assessments and evaluation of interventions, initiatives and resources available.

Strategy	Outcomes and Success Criteria	By Whom	Monitoring Milestones Completed (RAG)	Review Date	Review Outcomes	Total cost
1. Improving behavior for learning						
Full time learning mentor	<ul style="list-style-type: none"> Learning Mentor supporting vulnerable children Learning Mentor supporting the CAR process and CP processes Children who receive learning mentor support will benefit by becoming more effective learners by reducing barriers to learning 	Rob Kennedy Darren Mann Richard Parslow	<ul style="list-style-type: none"> Weekly monitoring of behavior records Half termly CAR meetings Pupil progress meetings – with a focus on mentored children 'Spotlight for attendance' records Boxall profiles show impact of learning mentor 	Half termly CAR meetings and pupil progress	Learning mentor role has had positive impact on progress and outcomes for vast number of vulnerable children and is an embedded part of school culture. Role will be funded by other means for 2018-19	£30 168
Sports orientated learning mentor support	<ul style="list-style-type: none"> Targeted support for vulnerable children through mentoring and physical activity Support focused on self-esteem and conflict resolution Reduction of red cards /exclusions for targeted pupils. 	Colin Treasure Darren Mann Richard Parslow	<ul style="list-style-type: none"> Behaviour logs to show improved behavior of targeted children Reduced incidents during play/lunchtime which moves barriers to learning Pupil progress meetings – with a focus on mentored children Boxall profiles show impact of learning mentor 'Spotlight for attendance' records Half termly CAR meetings 	Half termly CAR meetings and pupil progress	Evidence of impact on specific success criteria is sporadic, will be refocused and less sessions next year	£5 700 £150 per session (x 38 sessions) 1-1 Sports mentoring

<p>Counselling service</p> <p>(External Learning Mentor targeting individuals and families)</p>	<ul style="list-style-type: none"> • Mentor works with children from across the academy who are vulnerable and will benefit from mentoring. Significant proportion of these children are Ever 6 FSM (PP) • Involved in collaboration with external agencies of Ever 6 FSM children, including those who are PP 	<p>Wendy Sartain</p> <p>Deborah Bell</p> <p>Darren Mann</p> <p>Richard Parslow</p>	<ul style="list-style-type: none"> • Behaviour logs to show improved behavior of targeted children • Reduced incidents during play/lunchtime which moves barriers to learning • Pupil progress meetings – with a focus on mentored children • Boxall profiles show impact of learning mentor • 'Spotlight for attendance' records • Learning behaviors observed • Half termly CAR meetings 	<p>Half termly CAR meetings and pupil progress</p>	<p>Vulnerable children identified and engaged with counselling service- positive pupil and parent comments about this service.</p>	<p>£13 300</p> <p>Based on approximately £4350 a term depending on term length</p>
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2. Accelerating Progress

<p>Salary of PPG champion</p>	<ul style="list-style-type: none"> To co-ordinate the school's approach to raising the achievement of disadvantaged students (those in receipt of pupil premium funding). Pupil Premium Lead investigates and sources new initiatives in partnership with SENCO 	<p>Katie Baggley</p> <p>Darren Mann</p> <p>Richard Parslow</p>	<ul style="list-style-type: none"> Pupil progress meetings – with a focus on PPG children Feedback from staff Monitoring of provision for PPG children <p>Evaluate funding allocation half termly</p>	<p>Half termly CAR meetings and pupil progress</p> <p>Performance management reviews</p>	<p>PPG performance at end of key stage 2 strong and above national, these outcomes need to be maintained and replicated in EYFS and KS1 Outcomes</p>	<p>£8657</p>
<p>SENCO</p>	<ul style="list-style-type: none"> To support, educate and liaise with parents/carers to create and promote positive working relationships and to raise aspirations. To lead and deliver academic intervention with disadvantaged students through the line management of teaching assistants and in collaboration with other key members of staff. To identify disadvantaged students' barriers to learning in order to design, lead and deliver appropriate 	<p>Tayce Mason</p> <p>Darren Mann</p> <p>Richard Parslow</p>	<ul style="list-style-type: none"> Pupil progress meetings – with a focus on PPG children Feedback from staff Monitoring of provision for PPG children 	<p>Half termly CAR meetings and pupil progress</p> <p>Performance management reviews</p>	<p>PPG performance at end of key stage 2 strong and above national, these outcomes need to be maintained and replicated in EYFS and KS1 Outcomes</p>	<p>£18, 328</p>

	intervention strategies					
Salary of 3x HLTAs One in each phase (One HLTA is 0.8)	<ul style="list-style-type: none"> • HLTAs to run and monitor interventions in phase • HLTAs to support CAR process in each phase • Case studies of disadvantaged children 	Jo Homer Marie Toy Tracey Shipstone Darren Mann Richard Parslow	<ul style="list-style-type: none"> • HLTA to monitor provision for PP group within each phase • Identified children in phase making good levels of progress 	Performance management reviews Half termly CAR meetings and pupil progress	Difficult to maintain due to other responsibilities of HTLA. No evidence of case studies shared. This will be led by PPC in 2018-19	£100 547
EAL Leader	<ul style="list-style-type: none"> • 0.6 Teaching assistant to support EAL learners across school • Post created to support EAL learners and new arrivals to the academy • Proportion of these groups FSM children 	Hayley Sumner Tayce Mason Darren Mann Richard Parslow	Impact to measure through progress of EAL/PP group (children who fall into both categories)	Performance management review Half termly CAR meetings and pupil progress	Intervention will continue in 2018-19	£9413
More Able/Gifted and Talented (higher attaining) opportunities Out of the classroom	<ul style="list-style-type: none"> • Financially supporting Attendance of G&T ECMAT workshops (no charge for children) • Ensuring % of PPG children to attend workshops • Attendance of More Able ECMAT workshops • Cost of transport/minibus 	Katie Baggley Darren Mann Richard Parslow	<ul style="list-style-type: none"> • Workshops booked and arranged by September 2017 • G&T lead to monitor groups of children attending the workshops • Evidence collated from the visits and shared with staff and peers (display, assembly, newsletter, TV screens) <p>Case studies to be created following a more able PP child in maths, reading and writing</p>	Half termly	Children attended range of workshops across school year. Evidence of outcomes and impact being shared is limited.	£1200 (4 X visits)

	to enable children to attend the trip					
More Able/Gifted and Talented (higher attaining) opportunities in the classroom	<ul style="list-style-type: none"> Quality first teaching Differentiating appropriately to meet the needs of all learners, including challenge and high expectations. 	Darren Mann Richard Parslow Chris Oakley Katie Baggley	<ul style="list-style-type: none"> Lesson observations, book trawls, pupil interviews all show challenge for More Able children. 	Half termly	Evidence to be gathered for next academic year	£0
Provide speech and language support	<ul style="list-style-type: none"> Weekly visit from Speech and Language provider. Targeted children receiving focused speech and language support Delivered by school staff with support from visiting teacher Progress of children being targeted with Speech and Language provision to be monitored by SENCO 	Lynne Dallaway Tayce mason Darren Mann Richard Parslow	<ul style="list-style-type: none"> Pupils identified by SENCO by end of Sept 2017. Progress of children within speech and language group progress is demonstrated through intervention monitoring (SENCO) Track and evaluate progress of PP children within the speech and language interventions	Half termly	Sendco tracking pupils through individual provision map and staff working closely with visiting teacher to meet specific needs of individuals.	£7800
1-1 Maths intervention 1-2 Third Space Learning	<ul style="list-style-type: none"> 3 Year 6 children in the first round 1-to-1 tuition with a Maths specialist Personalised weekly 45 minute lesson 	Katie Baggley Dave Waterworth	<ul style="list-style-type: none"> To begin January 2017 Monitor impact weekly Diminish the difference between PPG and non PPG pupils Raise attainment and achievement in maths, so that PPG pupils are inline with	Weekly	This intervention did not take place – however the employment of an additional teacher across Y6 enabled 1 to	£6237 £189 per pupil, per term for 3 terms

	<ul style="list-style-type: none">• Each pupil has their own Maths specialist tutor• Pupil and tutor work together in an online classroom• Pupils sit a pre-assessment to help identify gaps• Class teacher approves pupils' personalised learning pathway• Formative and summative progress reports	Pippa Spencer Darren Mann Richard Parslow	non PPG pupils, especially at greater depth standard.		1 tuition to take place for identified children	
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3. Improving attainment and progress through an engaging curriculum

<p>Support residential</p>	<ul style="list-style-type: none"> All children in targeted Year group have opportunity to attend residential experience High percentage of uptake by Ever6 children through CAR process FSM children identified and provision provided where appropriate Support specific families with attendance at after school clubs or enrichment activities (including trips or residential) 	<p>Karen Kennedy</p> <p>Darren Mann</p> <p>Richard Parslow</p>	<ul style="list-style-type: none"> Children tracked through half termly CAR and Pupil Progress systems to establish impact 	<p>Termly</p>	<p>Difficult to measure impact therefore will not be funded via PP in 2018-19</p>	<p>£4 200</p> <p>(Year 4 and 6)</p>
<p>Children's University</p>	<ul style="list-style-type: none"> Affiliation to CU for children in identified Year groups First Passports purchased for children to reduce costs to families Graduation costs covered (including transport to Wolverhampton University if appropriate) Extended learning opportunities funded 	<p>Felicity Ali</p> <p>Darren Mann</p> <p>Richard Parslow</p>	<p>CU lead to monitor Pupil Premium children within group and cross match with progress against new curriculum</p>	<p>Termly</p> <p>Performance management review</p>	<p>More detailed records of children involved and outcomes to be established in next academic year</p>	<p>£600</p>

School Minibus	<ul style="list-style-type: none"> • Whole classes able to go on visits using minibus • Cost of school trips significantly reduced as need for coaches is reduced • Minibuses used for more able/gifted and talented workshops • Range of learning opportunities increased for all learners • Support other ECMAT schools with the use of our minibus 	Darren Mann Richard Parslow	<ul style="list-style-type: none"> • Children tracked through half termly CAR and Pupil Progress systems to establish impact 	Termly	Difficult to measure impact therefore will not be funded via PP in 2018-19	£4393
Support Educational Visits	<ul style="list-style-type: none"> • Costs of visits kept to a minimum • With each year group having a visit as part of each term's theme, each year group will have one visit a year free of charge 	Darren Mann Richard Parslow	<ul style="list-style-type: none"> • Children tracked through half termly CAR and Pupil Progress systems to establish impact 	Termly	Providing invaluable experiences for all children to be maintained in 2018-19	£9,500 (1 x £20.60 trip per pupil)
Year 6 end of year trip	<ul style="list-style-type: none"> • To celebrate the end of the children's time at Woodhouse 	Darren Mann Richard Parslow Katie Baggley	<ul style="list-style-type: none"> • Children tracked through half termly CAR and Pupil Progress systems to establish impact 	Summer term	Difficult to measure impact, will not be funded via PP in 2018-18	£1500

Alternative Swimming Sessions	<p>12 children from across the academy to attend alternative swimming sessions:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations 	<p>Darren Mann</p> <p>Richard Parslow</p> <p>Tayce Mason</p>	<ul style="list-style-type: none"> • Children tracked through half termly CAR and Pupil Progress systems to establish impact 	<p>Termly</p>	<p>Providing invaluable experiences for an identified number of vulnerable children.</p>	<p>£540</p> <p>£45 per 30 min session: 12 sessions £540 for Autumn term</p>
Roots to Fruits	<ul style="list-style-type: none"> • Outdoor learning • Enhancing curriculum for children • Proportion of these are FSM children 	<p>Tayce Mason</p> <p>Robert Kennedy</p> <p>Darren Mann</p> <p>Richard Parslow</p>	<ul style="list-style-type: none"> • Children tracked through half termly CAR and Pupil Progress systems to establish impact 	<p>Termly</p>	<p>Providing enriched outdoor curriculum for identified children.</p>	<p>£14 475</p>
Replenish library	<ul style="list-style-type: none"> • Books for the school library to increase capacity of the Accelerated reader programme. 	<p>Katie Bagglely</p> <p>Pippa Spencer</p> <p>Darren Mann</p> <p>Richard Parslow</p>	<ul style="list-style-type: none"> • Children tracked through half termly CAR and Pupil Progress systems to establish impact • AR data 	<p>Termly</p>	<p>Difficult to measure impact, will not be funded in 2018-19 via PP</p>	<p>£6000</p>

IT Portable devices	<ul style="list-style-type: none"> IT portable devices purchased to enable children to access AR to complete quizzes. 	Chris Oakley Leigh Fox Katie Baggley Ben Dunn Darren Mann Richard Parslow	<ul style="list-style-type: none"> Children tracked through half termly CAR and Pupil Progress systems to establish impact AR data 	Termly	Difficult to measure impact, will not be funded in 2018-19 via PP	£5000
Spelling Improvement	<ul style="list-style-type: none"> Teaching assistants will provide interventions to underachieving children. Spelling resources purchased to support the teaching and learning of spelling 	Katie Baggley Ben Dunn Darren Mann Richard Parslow	<ul style="list-style-type: none"> Children tracked through half termly CAR and Pupil Progress systems to establish impact 	Termly	Ongoing part of daily teaching- to be more closely monitored in 2018-19	£2200 Nessi – 40 children for academic year £400
Accelerated Reader	<ul style="list-style-type: none"> Children will foster a love of reading for enjoyment Children will take ownership of their own progress in Reading, using the AR testing system 	Katie Baggley Ben Dunn Darren Mann Richard Parslow	<ul style="list-style-type: none"> Children tracked through half termly CAR and Pupil Progress systems to establish impact AR data 	Termly	Profile of reading for pleasure has been increased	£1042

PPG = Pupil Premium Grant/FSM/Ever6