



**Asfordby
Captain's Close**
Primary School

Pupil premium targeted interventions 2016/17

Selected activities	What this does	Targeted Pupils	Cost	Impact measures	Outcome
1:1 and small group support, including nurture groups.	<p>Intervention groups identified and timetabled to personalise provision and support liaison with parents</p> <p>ELSA support to engage with parents and support children's needs.</p>	All	£3500	<p>Children make accelerated progress</p> <p>Children's emotional development supports positive behaviours for learning</p> <p>Track using SELIG and introduce PIVATs tracking on trial to ensure small steps of progress are recognised</p>	<p>Progress for PP pupils ARE / ARE+</p> <p>R 58%</p> <p>W 49%</p> <p>M 36%</p> <p>Positive behaviours for learning have improved with a reduction of behaviour incidents recorded during the year. PIVATs tracking introduced Y4/6 supported targeted small steps progress for children and to target intervention focus in PSED – further training to be implemented Autumn 2017 to facilitate full school tracking .</p>
Talk Boost	Targeted intervention to support the development of children spoken language and communication.	YR, 1 & 2	£1000	<p>Children can communicate more effectively.</p> <p>Children's communication skills have a positive impact on their learning and</p>	<p>100% of PP children in YR participated in Talk Boost.</p> <p>All pupils improved their communication skills and a positive impact was seen in</p>



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				progress	their learning, evident in acceleration of CLL and planning for this year with EPIC SALT is informed by this work. All PPG pupils are being supported by SALT services and will be working closely with the Communication Champion and SALT trained TA during Y1.
Lesson Study	Focus staff look at in depth planning for Mastery and deepening learning with Key Assessment for learning to be embedded	All	£3000	Staff training for AFL and review feedback policy. Staff CPD to support Mastery teaching and afl approach to planning to further develop ownership of learning and deepening challenge for all. Children's behaviour and attitude to learning improves, with increasing resilience and positivity, leading to more focused work and progress being made	Staff have developed their understanding and use of AfL across the year and this is further used within in planning to support pupil learning. In school progress and attainment is judged to be good in the majority of cohorts. Mastery approach is more widely used, although further development of challenge for all is required to ensure adequate progress for pupils across the



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					<p>curriculum. PP Pupils at ARE: YR ~ R 0%, W 33%, M33% All 3 pupils under SALT, showing short attention. Working closely with parents to support learning and transition and confidence in school. Y1 (4 Pupils: 1 SEND, 2 EHW) ~ R50%, W50%, M50% Y2 (6 pupils: 1 LAC/SEND, 2 SEND, 2Ever 5) ~ R 50%, W33%, M33% Y3 (4 pupils: 1 LAC/SEND, 2 EHWB) ~ R75%, W75%, M75% Y4 (9 pupils: 2 SEND, 6 well- being, 1 Ever 5) ~ R56%, W56%, M67% Y5 (4 pupils: 1 SEND, 4 well- being) ~R100%, W100%, M100% Y6 (4 pupils: 3 well being, 1Ever5) ~ R100%, W100%, M75%</p>
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Mantle of the Expert training	Develop further engagement with real life issues across the curriculum, building on active strategies for developing oracy and reasoning. Hywel Roberts INSET and CPD JPD with Mowmacre Hill	All	£3000	Staff more confident in planning across the curriculum, making key links and using Mantle of the expert immersive experiences to develop oracy and reasoning and give meaningful stimulus for writing and use of key skills. Children's engagement in learning and aspirational thinking improves. Children develop more awareness of their role in the world and opportunities open to them.	Staff development of Mantle of the expert has improved – Y1/4 Teachers seeing benefit of this through work with Hywel Roberts and developing use of this in planning. When used children's engagement improved although still not fully developed in planning/teaching across whole school. Improvements in Reading scores and motivation for writing/writing composition. Further development of this and INSET to start 2017/18 for all staff to refresh and remind of use of these strategies within in planning. This will support English collab
Year 6 Champions project	Work across the Trust and use evidence based approaches to develop mentoring and coaching for	Year 5/6	£2000	Champions use conferences to highlight key areas of need and deploy key resources to improve progress and	Champions project across Y6 had a positive impact on pupils' confidence and attitudes to learning.



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	individuals to target key support			attitudes. Children develop confidence in their own learning and resilient approaches to challenge.	Regular meeting with Champions enabled pupils to identify areas where they felt they needed to make further improvements and allowed pupils to be more aware of their own learning. Meeting regularly with HT and discussing targets and learning also impacted on pupils understanding and awareness of their own learning as well as building resilience and improved attitudes to learning.
Specialist Support Teacher English & self esteem	Supports children in the development of their reading skills and confidence. Provides children with focus teaching of effective strategies to engage in reading	Targeted Pupils	£2000	Children are more confident in all areas of communication & English Reading/Writing intervention supports accelerated progress of targeted children.	Pupils all showed improved attitudes to reading, with all making a minimum of 6 months gains in reading age. More confidence shown with approach to reading and pupils self-esteem improving – anecdotally seen from 1:1 sessions to within class and wider learning situations.



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Programme for parental engagement in learning	School develops communication with children, parents and the wider community. Engages children and parents to communicate more effectively and regularly with school	All	£2000	Improved communication Children and parents being more aware of expectations and how to support their learning. Parents feel more involved with school and learning.	Increased opportunities for parents to be involved in children's learning throughout the year across the classes. Classes writing sections of the newsletter helping to inform parents of what is happening in school. Some improvements in the use of the class BLOGs to provide parents with information, although further improvements necessary.
Online homework support	Lunchtime sessions for targeted children requiring support iPads, computers and the internet to access online learning forums.	All	£2000	MyMaths Education City Bug Club Staffing for sessions and access All subscriptions are firmly embedded and support homework and curriculum engagement.	Homework club run more successfully with a larger proportion of children taking the opportunity to access online resources during these sessions. Mathletics replaced MyMaths and pupils engaged with this enjoying the format and accessing the content effectively. EducationCity used



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					predominantly in homework club sessions – assigned content being completed and children taking more responsibility in their choice of learning activities to complete.
ELSA	Provision of a mentor to work with identified children with specific emotional needs which create barriers to their learning Interventions planning tailored to needs of groups/individuals	All year groups	£3500	Individual children's needs met Progress for individuals improves to good or better Children access and engage in learning more easily and develop their emotional literacy	Targeted children benefitted well from this support. Enabled pupils to engage in their learning with more ease and open up pathways of communication to further support their learning needs.
AfL Training	Further develop enhanced provision and support for progress. Staff clearly understand where children are in their learning and children can clearly reflect on their own learning to understand what to do to move on.	All year groups	£800	Staff effectively use AfL to support children's learning Children reflect on their learning, understand and identify the next steps to take in their learning leading to increased progress.	AfL development within Learning & Teaching has been observed within planning and lessons. Pupils are becoming more reflective on their learning and able to identify their next steps in learning.
Holiday clubs and school trips,	Targeted pupils offered subsidy to attend holiday	All year groups	£4000	More children access to trips and clubs	All clubs and trips were fully open to PP pupils. More



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extended schools	play-schemes and school residential trips. Free sports clubs				KS1 pupils attended clubs, however PP funding was used to support and enable pupils to attend school trips / residential.
Online learning materials	Support parents in working with children and promote independent study and personalised learning.	All year groups	£4000 pa	Subscriptions and resources	MyMaths replaced by Mathletics - used effectively to engage pupils in its use and benefitting from the resources available. Mathletics resources used effectively in class – developing use of these resources to further support learning at home Similar outcomes for the use of BugClub – 2017/18 subscription to BugClub not to be renewed. Acelleread in use instead as online resource to support pupil reading. EducaionCity provides a good place for both English and Maths support and enabling parents to engage



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					with current curriculum content – further development for supporting parents to access and improved assigning of activities across the school required.
Liaison with preschool and families to develop support for children	EYFS co-ordinator develops links to support transition and provision Management release to plan and liaise / observe	EYFS	£1000	Attainment on entry improves Vulnerable children's families are supported during and after transition	Good transition between Pre-school and school. 1:1 discussions between EYFS Teacher and Key workers to ascertain need. Observations carried out to support transition needs. Families supported throughout transition and initial year in school.
Fun & Families sessions	Sessions to support parents in dealing with issues and supporting more cohesive relationships.	Whole school	£2000	Parents have a positive attitude to school and feel able to come and seek support Children are emotionally stable and optimistic, ready to learn.	Positive feedback from Parents and pupils about the sessions, supporting the development of relationships and enabling pupils to engage more in their learning feeling supported by parents. Sessions well attended by 4



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					parents – giving positive evaluations and recommendations to other parents.
Additional Support for Services children	Range of support including ELSA/teacher liaison when needed		£500	Targeted support linked to personal need	Used as necessary – support provided helped pupils to engage and access learning more effectively.
TOTAL	Please note this is not a definitive list as we direct other funding and opportunities where appropriate		34300		