

A table to show the range of interventions supported by the Pupil Premium and evidence of its impact:

Academic Year	Interventions	Evidence of impact
2016/2017	<ul style="list-style-type: none"> • Small group maths interventions with the use of overcoming barriers materials and precision teaching • Snappy maths and Rapid maths (SEND specific) • Small group clinic sessions to address misconceptions and specific barriers to learning • Small group reading support using 'Headstart' comprehension and 'Blue Box' • Booster groups in reading, writing and maths aimed at closing the gap • Small group 'No-nonsense spelling' resource • Small group Phonics • Social and Emotional support through our specialist trained Emotional Literacy Support Advisor (ELSA) • FEIPS (Framework for Enhanced Individual Pastoral Support) • Financial support to ensure that pupils can participate in a broad and rich curriculum, including extra-curricular activities, including residential visits • Family Support Worker providing support for families • Behavioural support for individual children through Drawing and Talking delivered by our Family Support Worker • EAL (English as an Additional Language) small group Maths and Reading support • Language Link • 1:1 Specialised Therapeutic counselling delivered by Educational Psychologist 	<ul style="list-style-type: none"> • 46% of year 6 pupils receiving pupil premium met age related expectations or above in reading compared to 59% nationally. • 15% of year 6 children receiving pupil premium achieved a high SS in reading compared to 14% nationally. • 62% of year 6 pupils receiving pupil premium met age related expectations or above in writing compared to 66% nationally. • 54% of year 6 pupils receiving pupil premium met age related expectations or above in maths compared to 63% nationally. • 15% of year 6 children receiving pupil premium achieved a high SS in maths compared to 12% nationally. • 46% of year 6 children receiving pupil premium met age related expectations or above in RWM which is in line with national. • Individualised interventions have enabled children to access greater curriculum content and keep up with Age Related Expectations. • Support from Family Support Worker has improved attendance of specific children, provided counselling and parent courses where needed and enlisted further help from outside agencies

Our intended spend, with details of the planned interventions, for this academic year (2017/2018) will be added after our first assessment point in November 2017.