



**Asfordby
Captain's Close**

Primary School

Pupil premium targeted interventions 2019/20

Selected activities	What this does	Time Scale	Who is involved?	Targeted Pupils	Resources, Personnel & Cost	Impact measures	Monitoring & Evaluations	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>	Timetabling by Sept. Continuous (review throughout the year to ensure effectiveness)	Class Teachers ELSA Inclusion lead	All	Class Teachers, £3500	<p>Children make accelerated progress</p> <p>Children's emotional development supports positive behaviours for learning</p> <p>Track using PSD PIVATs tracking to ensure small steps of progress are recognised</p>	<p>meetings ½ termly</p> <p>Observations</p> <p>Parent/child feedback</p> <p>Pupil Progress Data</p>	
Embed recording and tracking of PP support	Ensure effective learning opportunities are provided both within class and with PP mentor	Continuous (review throughout the year to ensure effectiveness)	Class Teachers KB NB	All	Class Teachers, leaders £1000	Evaluation of progress will be more evident and adjustments to support to be made in a timely manner	<p>½ termly</p> <p>Parent/child feedback</p> <p>Pupil Progress Data</p>	



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Talk Boost	Targeted intervention to support the development of children spoken language and communication.	Timetabled for Autumn Term	CLL leads and support staff	YR, 1 & 2 (selected focus pupils)	Talk Boost package YR, 1 & 2 Staff £1000	Children can communicate more effectively. Children's communication skills have a positive impact on their learning and progress	Class Teachers to monitor groups	
LAC Provision	Intervention groups targeted to support areas for improvement enabling the pupils to engage more equally in the curriculum and make progress	Timetabling by Sept. Continuous (review throughout the year to ensure effectiveness)	All staff		£5700	Pupils will make progress in their learning, becoming more confident and resilient Children's emotional development supports positive behaviours for learning Track using PSD	Class Teachers, ½ termly review of progress Parent/pupil feedback Pupil Progress Data	



Pupil premium targeted interventions 2018/9

Selected activities	What this does	Time Scale	Who involved	Targeted Pupils	Resources, Personnel & Cost	Impact measures	Monitoring & Evaluations	Outcome
<p>Targeted AFL and challenge focused lessons for all pupil, with clear provision mapping for PP pupils and these pupils are provided with the necessary support to access challenges.</p>	<p>Enables PP pupils to access learning alongside their peers and allows them opportunities to make accelerated progress</p>	<p>Continuous</p>	<p>Class Teachers, TAs</p>	<p>All</p>	<p>Teaching staff</p>	<p>Teaching staff enable pupils to fully access the curriculum, observe key areas of need and ensure that resources are available to enable pupils and improve progress.</p>	<p>Planning scrutiny, Lesson Observations, Pupils feedback, Pupil Progress Data</p>	
<p>Year 6</p>	<p>Work across the</p>	<p>Champions</p>	<p>Champions</p>	<p>Year 5/6</p>	<p>Teaching</p>	<p>Champions use</p>	<p>Champions, NB,</p>	



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Champions project	Trust and use evidence based approaches to develop mentoring and coaching for individuals to target key support	set by Autumn 1 Weekly/ bi- weekly meetings throughout the year	and Pupils		staff, pupils £2000	conferences to highlight key areas of need and deploy key resources to improve progress and attitudes. Children develop confidence in their own learning and resilient approaches to challenge.	KS, JH to ensure that meetings are happening regularly Pupil/Parent feedback Pupil Progress Data	
Selected activities	What this does	Time Scale	Who involved	Targeted Pupils	Resources, Personnel & Cost	Impact measures	Monitoring & Evaluations	Outcome
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	Pupils to be selected by Sept. (Continuous review throughout the year to ensure effectiveness)	Class Teachers, Inclusion lead Specialist teacher	Targeted Pupils	NT, Adequate space to work £2000	Children are more confident in all areas of communication & English Reading/Writing intervention supports accelerated progress of	Regular reports for target pupils Inclusion lead to monitor effectiveness in line with Pupil Progress Data	



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						targeted children.		
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	Continuous	Class Teachers, SLT	All	Subject specific materials , Class Teachers £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.	Parental feedback Class Teachers, SLT calendar to ensure regular opportunities are provided	
Selected activities	What this does	Time Scale	Who involved	Targeted Pupils	Resources, Personnel & Cost	Impact measures	Monitoring & Evaluations	Outcome
Further Develop opportunities to provide support for PP parents with supporting their	Improves relationships between parents and school. Enables parents to be more aware of what they can do to further support their children with	Continuous (Termly meetings)	SLT Teaching Staff	All	Materials to support parents, RP £1000	Parents will be more confident with supporting their children with learning. Children will be more confident in their learning and improve attitudes	Parent/pupil feedback SLT to oversee calendar to ensure regular opportunities are provided Pupil attitudes to learning,	



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children's learning throughout the year	learning					to learning	improved progress	
Online homework support	Lunchtime sessions for targeted children requiring support iPads, computers and the internet to access online learning forums.	Continuous	TAs, NB	All year groups – (targeted PP pupils where possible)	TAs, Laptops / iPads, £2000	Mathletics Education City Espresso/Discovery Staffing for sessions and access All subscriptions are firmly embedded and support homework and curriculum engagement.	Pupil feedback, Improved attitudes to learning, Staff feedback on homework club participation	
Selected activities	What this does	Time Scale	Who involved	Targeted Pupils	Resources, Personnel & Cost	Impact measures	Monitoring & Evaluations	Outcome
ELSA	Provision of a mentor to work with identified children with specific emotional needs which create barriers	Continuous	Inclusion team	All year groups	£3500	Individual children's needs met Progress for individuals improves to good	Pupil /parent feedback ½ termly Observations Pupil Progress Data/Monitoring	



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	to their learning Interventions planning tailored to needs of groups/individuals					or better Children access and engage in learning more easily and develop their emotional literacy		
Holiday clubs and school trips, extended schools	Targeted pupils offered subsidy to attend holiday play-schemes and school residential trips. Free sports clubs	Continuous	Teaching Staff, Office Staff, SLT	All year groups	£4000	More children access to trips and clubs	Records of PP pupils participating in clubs / trips etc – monitored termly Pupil / Parent feedback	
Selected activities	What this does	Time Scale	Who involved	Targeted Pupils	Resources, Personnel & Cost	Impact measures	Monitoring & Evaluations	Outcome
Online learning materials	Support parents in working with children and promote independent study and personalised learning.	Continuous	Teaching Staff	All year groups	£4000	Subscriptions and resources Improved attitude to learning	Monitoring use of online resources Pupil / Parent feedback Improved attitude to learning Improved progress	



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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	Summer Term through Autumn Term	EYFS / Pre-school Staff	EYFS / Pre-school	£1000	Attainment on entry improves Vulnerable children's families are supported during and after transition	Parent feedback Smooth transition between settings	
Fun & Families sessions	Sessions to support parents in dealing with issues and supporting more cohesive relationships.	Autumn / Spring term	team	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.	Parent/pupil feedback Improved attitude to learning Improvement in relationship / communication with school	
Additional Support for Services children	Range of support including ELSA/teacher liaison when needed EPIC Educational psychologists/Speech and Language specialists support	Continuous (as necessary)	Teaching Staff	All	£500	Targeted support linked to personal need Staff have adequate training to develop focus on acquisition and development of language		
TOTAL	Please note this is not a definitive list as we direct other funding and opportunities where appropriate				40200			



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