

Pupil Premium		<h1>Culverstone Green Primary School</h1> <h2>Provision Map</h2>		September 2017 – July 2018
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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Approach / provision	Pupil/s	Desired Impact	Impact to Term 6 (2017)
Speech and Language Therapy		The children have individual SALT programmes with targets. The overall aim is to ensure that speech production is accurate and that the children have age appropriate language skills.	<p>One child has completed, and been signed off of, his programme.</p> <p>The other three children are making good progress towards meeting their targets.</p>
RWI 1:1		Ch will move at least 3 RWI bands.	<p>One child is just short of progressing through 3 RWI bands, he is able to recognise over half of the sounds in the band but not quite strong enough.</p> <p>The other child has made progress phonetically, he has moved up a band and doubled his score in the phonics screening. However, his severe SEN needs have prevented him from achieving this target.</p>
Targeted Reading Comprehension Group		Ch will make accelerated progress in reading comprehension. This will be measured by 3 formal assessments throughout the year.	<p>50% of the children make 6 steps of progress in reading (this is the expected progress rate).</p> <p>50% of the children made better than expected progress (Two made 8 steps in the year and one made 7).</p>
Targeted Reading Fluency/Consistency Group		Ch will make accelerated progress in reading fluency.	<p>All children made accelerated progress (average steps progress = 8).</p>
Targeted Writing Group		Ch will make accelerated progress in Writing. This will be measured by 3 formal assessments throughout the year.	<p>All children made accelerated progress (average steps progress = 8).</p>

	Targeted Spelling Group		Ch will make accelerated progress in spelling. This will be measured by 3 formal assessments throughout the year and ability to spell high frequency words which are age appropriate.	Weekly spelling test scores Child 1 term 1 score = average 4.6 Term 6 score – average 7.8 Child 2 term 1 score = average 2.3 Term 6 score – average 7 Child 3 term 1 score = average 5 Term 6 score – average 8.5
	Targeted Maths Group		Ch will make accelerated progress in Maths. This will be measured by 3 formal assessments throughout the year and by the Maths age of the child/timestables scores/Numicon assessment scores.	In KS2, all children except one made accelerated progress (average 7 steps). In KS1, the children made expected progress.
	Handwriting Group		CT will report an impact on the children's handwriting and the way in which they present their work.	All children have shown a marked improvement in their handwriting.
	Learning Mentor		Ch will be ready to learn when they are in class having worked through their anxieties in a therapeutic manner.	All children are displaying a much better attitude to learning.
	1:1 targeted support		Ch's progress will be accelerated.	50% of children (1) have made accelerated progress.
	Lunchtime Club		Number of incidents on the playground will be reduced.	The number of behaviour incidents on the playground has decreased for those children who use the lunch time club facility.
	Marking Focus – mark books first to ensure quality feedback both written and verbal		Ch will receive high quality feedback both written and orally to enable them to make the next step in their learning.	Across the board (Reading/writing/maths), PP children have made better progress (94.7% of 6 steps or above) compared with non-PP children (91.4%).
	Virtual Schools – 1:1 Tutor		Child will make accelerated progress in Maths.	Child has made accelerated progress in Maths (8 steps).

	Breakfast Club		Ch will arrive in school on time (number of lates will be reduced) and ready to learn having had a healthy breakfast and time to share any anxieties with an adult.	3 out of 4 of the children have no recorded lates. One child has recorded lates but 100% attendance overall.
	SEEAS Attendance and punctuality		Attendance and punctuality will improve.	Average number of lates = 2.6 1/3 of the children have no recorded lates 63% of the children have received 95% (and above) attendance. Average attendance is 95.6%
	Pupil Premium Champions		Ch will have a more positive attitude to their learning and this will equate into accelerated progress.	All children are displaying a much better attitude to learning. Across the board (Reading/writing/maths), PP children have made better progress (94.7% of 6 steps or above) compared with non-PP children (91.4%).
	Volunteer Readers		Ch will make expected or accelerated progress in reading.	94.7% of PP children have made 6 steps or more in reading this year (vs. 90% of non-PP).
	Mini-bus (for projects such as forest schools, sports and school trips)			n/a
	School Trips/Uniform etc		MM school trip PC glasses	Children/parents have received support in a number of ways including uniform, school trips including Arethusa and after school clubs.
	Lego Therapy		Ch will be able to work in a team to create positive outcomes. Ch will be able to use positive words in their communication.	Child was able to work as a team with adult support but will need further support next year around social communication. He has received a diagnosis of ASD during the academic year.
	Clever Fingers		Child will improve fine motor skills in order to increase strength in pencil control and improve the quality of handwriting.	Fine motor skills have much improved – letter formation has been positively impacted too.

	Sensory Circuits		Child will be more focused and be able to concentrate better in readiness for the school day.	Children are much more able to focus when returning to class – has aided attendance during input.
	Language for Learning		Child will develop essential language foundations to enable them to participate in learning.	Child is showing some understanding of how and why. He is beginning to predict what will happen. He can suggest one thing that might happen next.
	Turnabout Memory Intervention		Child will strengthen the auditory and visual memory and other mental characteristics that hold back learning.	Child is now able to recall 6/7 items (starting point 2/3).
	Educational Psychologist Assessment		Ed Psych will assess ch for Dyslexia and provide school with a detailed report to aid us in providing the right support. As a result, child will make progress in English.	Child was diagnosed with dyslexia. Teaching and learning has been adapted as a result. To pass on report to Secondary school.

Green = target met or exceeded

Yellow = target nearly met

Red = not started/not met at all