

Pupil Premium Provision

Core Offer:

All Pupil Premium children receive £75 towards school uniform for the academic year.
All Pupil Premium children have the opportunity to eat breakfast each day if they need it.
All Pupil Premium children have school visits paid for.
All Pupil Premium children have the offer for after school clubs to be paid for and external clubs (where appropriate).
All Pupil Premium children are the first on the list to read.
Additional support is provided by the Pupil Premium teaching assistant in class
One Page Personal Profiles are completed with staff to ensure the child's voice is heard.

SEN Provision

Core Offer:

All SEN children's targets are reviewed each term. Parents are invited to be part of this process.
Children complete a pupil's voice questionnaire which is part of the review process.
All SEN children have a One Page Profile which is completed with staff to ensure the child's voice is heard.
All staff received training about the new Code of Practice.
There are additional LSAs in each year group to support children with SEN.

See Special Needs Information Report for more information

Provision: Nursery

Core Offer:

There is a daily story telling session before the doors to outside are opened. Stories are repeated in these sessions so the children become very familiar with the language that is used and can begin to join in with the repeated refrains.
There are 3 Phonics activities planned each week, two of these are delivered as adult led activities and one each in week when the children have their 'corners' session with their key worker at the end of the session.
The children all have a picture to help them recognise their name. This is displayed on the children's coat peg, their snack card and in the painting names folder. This really supports the children's independence in finding their own coat, accessing snack and finding their own name to put on their pictures.
There are two SEN LSAs, one in the morning and one in the afternoon. They support children with additional needs.
There is a full time Pupil Premium LSA.

Provision: Reception

Core Offer:

Differentiated phonics daily 4 x a week for 20 minutes in order to provide appropriate support and challenge.
Differentiated number daily 4 x a week for 20 minutes in order to provide appropriate support and challenge.
Teachers use Cued Articulation when teaching sounds as an additional strategy.
All children work 1:1 with a teacher daily.
All children are heard read 1 x per week 1:1 and sounds and word building, book change 2 x per week.
All children can access the outside area daily.
Behaviour interventions are put in place as and when required.
Activities include child initiated learning
There is a part time Pupil Premium LSA.

Provision: Year 1

Core Offer:

All children access differentiated phonics daily 4 x a week for 20 mins.
Additional phonics intervention sessions are provided to support lower ability children
Teachers use Cued Articulation when teaching phonics to support children to use correct speech sounds.
Children work in differentiated writing classes to provide appropriate support and challenge 1 x a week.
The class teacher or TA works with the lower ability children for English and Maths.
All pupils have book talk sessions 2 x a week.
All children read individually at least 1 x a week and book changed as needed.
All children have work that is differentiated according to ability.
There is a Pupil Premium TA.

Provision: Year 2

Core Offer in Year 2:

All children work on differentiated SPAG activities weekly.
All children work on differentiated mental maths daily.
All children have the expected spellings for year two sent home.
All pupils have Book Talk 2 x a week and a comprehension session 1 x a week.
All children read individually at least 1 x per week as well as book change at least 1 x per week more if needed which the children do as and when required independently.
All children have work that is differentiated according to ability.
Teachers and TAs rotate around the groups.
There is a Pupil Premium TA.

Provision: Interventions across the school

Core Offer

Children receiving additional interventions are recorded on the school provision map. This is reviewed every half term. These are the current interventions being used across the school.

Cognition and Learning

Sounds Awareness Programme – An oral blending and segmenting programme delivered 1:1. Starts with 2 phonemes and then moves onto 3 and 4.

Reading Reflex – This is a 1:1 programme that starts from pink readers. It focuses on reading and writing words, starting with CVC words.

Project X and Code X – This is a group reading intervention.

Words First – A 1:1 intervention to develop the reading and writing of High Frequency words.

Rekenrek – A group intervention to develop subitising skills and to develop understanding of number.

Phonics Booster Group – Tailored to the needs of the children in the group.

Writing Booster Group - Tailored to the needs of the children in the group.

Maths Booster Group - Tailored to the needs of the children in the group.

Social, Emotional and Mental Health

Draw and Talk – This is a 1:1 intervention that runs for 12 weeks. It is delivered only by staff that are trained in Draw and Talk. It supports children with emotional difficulties/trauma and bereavement.

SEAL Small Group – This is a group intervention for Year 1 and Year 2. It builds confidence, improves self-esteem and develops social skills. It is a 6 week intervention.

Circle Time - Tailored to the needs of the children in the group.

Protective Behaviours – This is a 1:1 and group intervention. It supports children in looking after themselves and keeping safe.

Anger Management Programme – This is a 1:1 programme tailored to the needs of the child.

Praise Programme – This is a 1:1 programme where children match praise statements to the person that has said them. It aims to raise a child's self-esteem.

Happy in my Skin – A small group self-esteem programme.

When my worries get too big – a 1:1 or small group programme to help children with strategies to cope with anxiety.

Sensory and/or Physical Difficulties

Sensory Circuits – This is a group intervention. It supports children with physical difficulties and those children who need to let off steam before settling down to be ready to learn.

Fine motor skills booster group - Tailored to the needs of the children in the group.

Communication and Interaction

Time to Talk – A group intervention focusing on communication skills. It is particularly good for children with social, communication difficulties. It runs over 2-3 terms.

Chatterbox – This is a 1:1 or group intervention to develop children's expressive language skills.

Steps to Language – This is a 1:1 intervention to develop children's understanding of language.

Cued Articulation – This is a 1:1 or small group intervention linked to the development of speech sounds.

Teaching children to listen – A group intervention to develop listening skills.

Developing language through small group work – A group intervention to develop social interaction skills.