Holmwood School's Pupil Premium Action Plan 2019-2020

(51, 3 LAC, 48 FSM =59.3%)

Name	Area of Improvement	Main Strategy used	Baseline assessment	December	April	July
	Speech and Language	Speech and Language Intervention	On-going			
	Speech and Language	Speech and Language Intervention	On-going			
	Speech and Language	Speech and Language Intervention	On-going			
	Speech and Language	Speech and Language Intervention	30-50 Emerging			
	Reading	Phonics Intervention	30-50 Developing			
	Speech and Language	Speech and Language Intervention	16-26 Developing			
	Speech and Language	Speech and Language Intervention	ELG Secure			

	Speech and Language	Speech and Language Intervention	40-60 Emerging		
	Speech and Language	Speech and Language Intervention	ELG Emerging		
	Reading	Phonics Intervention	ELG Developing		
	Reading	Phonics Intervention	On-going		
	Writing	Individual Instruction Intervention	Y1 C		
	Reading	Phonics Intervention	P8 c		
	Reading	Phonics Intervention	P8 a		
	Reading	Phonics Intervention	P9 c		
	Speech and Language	Speech and Language Intervention	P5 c		
	Speech and Language	Speech and Language Intervention	P7 c		
	Speech and Language	Speech and Language Intervention	P7 b		
	Speech and Language	Speech and Language Intervention	P6 a		
	Writing	Individual Instruction Intervention	P9 a		
	Reading	Phonics Intervention	Y2 A		
	Writing	Collaborative Learning Intervention	Y2 A		
	Writing	Collaborative Learning Intervention	Y2 B		

	Reading	Phonics Intervention	P8 a		
	Writing	Collaborative Learning Intervention	Y2 B		
	Writing	Feedback Intervention	Y2 B		
	Writing	Individual Instruction Intervention	Y1 B		
	Reading	Individual Instruction Intervention	P9 a		
	Writing	Individual Instruction Intervention	Y2 C		
	Writing / Maths	Individual Instruction Intervention	Y2 B (Writing) Y2 B (Maths)		
	Reading	Individual Instruction Intervention	Y1 A		
	Writing	Individual Instruction Intervention	Y2 B		
	Reading	One to One Intervention	P8 a		
	Writing	Individual Instruction Intervention	Y2 C		
	Reading	Phonics Intervention	P8 c		
	Reading	Phonics Intervention	Y1 B		
	Handwriting/Spelling	Collaborative Learning Intervention	Y3 B		
	Reading	Phonics Intervention	Y1 C		
	Reading	Phonics Intervention	Y1 B		

	Writing	Individual Instruction Intervention	Y4 C			
	Writing	Individual Instruction Intervention	Y2 C			
	Reading	Individual Instruction Intervention	Y2 B			
	Writing	Individual Instruction Intervention	Y1 B			
	Writing / Maths	Individual Instruction Intervention	Y3 B (Writing) Y3 C (Maths)			
	Reading	Individual Instruction Intervention	Y2 C			
	Writing	Learning Styles Intervention	Y2 B			
	Writing	Individual Instruction Intervention	Y4 B			
	Reading	One to One Intervention	Y1 C			
	Writing	Digital Technology Intervention	Y4 C			
	Reading	Phonics Intervention	Y1 B			
	Writing	Individual Instruction Intervention	Y2 B			

Intervention Programmes (2 – 8 MONTHS IMPACT)

Reading Intervention Programme Involves:

1 Collaborative Learning Intervention – Collaborative or cooperative learning can be defined as learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity,

2 Feedback Intervention - Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome

3 Individual Instruction Intervention - Individualised instruction provides different tasks for each learner and provides support at the individual level. It is based on the idea that all learners are different and therefore have different needs, so an individualised or personally tailored approach to instruction ought to be more effective, particularly in terms of the tasks and activities that pupils undertake and the pace at which they make progress through the curriculum,

4 Learning Styles Intervention - The idea underpinning learning styles is that we all have different approaches or styles of learning and that learning will therefore be more effective or more efficient if we are taught accordingly,

5 Mastery Learning Intervention - Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps. Students must demonstrate a high level of success on tests, typically at about the 80% level, before progressing to new content. Mastery learning can be contrasted with other approaches which require pupils to move through the curriculum at a pre-determined pace.

6 Meta Cognition and self regulation Intervention - Meta-cognition (sometimes known as 'learning to learn') and self-regulation approaches aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities

7 One to One Intervention - One to one tuition is where an individual pupil is removed from their class and given intensive tuition. It may also be undertaken outside of normal lessons.

8 Oral Language Intervention - Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include: targeted reading aloud and discussing books with young children; explicitly extending pupils' spoken vocabulary; and the use of structured questioning to develop reading comprehension.

9 Phonics Intervention - Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English.

10 Reducing Class Size Intervention - Reducing the number of pupils in a class. As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will achieve will increase.

11 Small Group Tuition - Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills

12 Digital Technology Interventions - The use of digital technologies to support learning. Approaches in this area are very varied, but a simple split can be made between: 1. Programmes for students, where learners use technology in problem solving or more open-ended learning, and 2. Technology for teachers such as interactive whiteboards or I PADS

13 Reading Comprehension Interventions - Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves.

14 Speech and Language Intervention – Working with the Speech and Language therapists and/or speech and language specialist teaching assistants to develop the children's abilities. This may involve: Initial assessment and diagnosis of communication difficult, specialist programs and direct therapy and training on communication disorders.

Writing Intervention Programme Involves:

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Maths Intervention Programme Involves:

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Social and Emotional Intervention Programme Involves:

1 Attendance Intervention – Supporting children to attend school every day.

2 Social and Emotional Learning Intervention – With the help of multi agencies, we have implement strategies to develop children's emotional and social wellbeing. It is integrated it into all aspects of the curriculum and staff are trained to deliver it effectively and plan activities help children develop social and emotional skills and wellbeing.

3 Parental Support Intervention – Working with parents and carers to develop their ability to manage and care for the children in their lives.