



**Holmwood School's Pupil Premium  
Action Plan 2018-2019  
(50, 4 LAC – 46 FSM – 51.17%)**

<b>Area of Improvement</b>	<b>Main Strategy used</b>	<b>Baseline assessment</b>	<b>December</b>	<b>April</b>	<b>July</b>
Speech and Language	Speech and Language Intervention	Assessment 8 – 20 D ELG	8 – 20 D	16 - 26 D	<b>16 – 26 S</b>
Speech and Language	Speech and Language Intervention	Assessment 16 -26 D ELG	22-36 D	30 – 50 E	<b>30 – 50 D</b>
Speech and Language	Speech and Language Intervention	Assessment ELG 16-26 E	16-26D	16 – 26 D	<b>16 – 26 D</b>
Speech and Language	Speech and Language Intervention	Assessment ELG 30-50 D	30-50S	40 – 60 D	<b>ELG S</b>
Speech and Language	Speech and Language Intervention	Assessment 16 – 26 S ELG	30-50D	30 – 50 S	<b>40 – 60 E</b>
Speech and Language	Speech and Language Intervention	Assessment ELG 22-36D	30-50D	40 – 60 E	<b>ELG E</b>

Speech and Language	Speech and Language Intervention	Assessment ELG 40-60 D	40-60S	ELG - E	<b>ELG S</b>
Maths	One to One Intervention	P7c	P8c	P8a	<b>P9a</b>
Writing	One to One Intervention	P7c	P7b	P8a	<b>P10a</b>
Reading	Phonics Intervention	P6b	P6a	P7b	<b>P8c</b>
Reading	Phonics Intervention	P7c	P7b	P7a	<b>P8a</b>
Reading	Phonics Intervention	P8c	P8b	P8a	<b>P9c</b>
Speech and Language	One to One Intervention	P3a	P4b	P4a	<b>P5c</b>
Writing	One to One Intervention	P5a	P6b	P7c	<b>P7b</b>
Speech and Language	One to One Intervention	P4b	P5a	P6b	<b>P6a</b>
Reading	Phonics Intervention	1C	1A	2B	<b>2A</b>
Writing	Collaborative Learning Intervention	1B	1A	2B	<b>2A</b>
Writing	Collaborative Learning Intervention	1B	1A	2B	<b>2B</b>
Maths	Learning Styles Intervention	P8a	P9c	1C	<b>1C</b>
Writing	Collaborative Learning Intervention	1B	1A	2B	<b>2B</b>
Writing	Feedback Intervention	1B	1A	2C	<b>2B</b>
Writing	Individual Instruction Intervention	2C	2A	3A	<b>3A</b>

Reading	Individual Instruction Intervention	P8a	P9c	P9b	<b>P9a</b>
Writing	Individual Instruction Intervention	1A	1A	1A	<b>2C</b>
Writing	Phonics Intervention	P7b	P7a	1C	<b>1B</b>
Writing	Individual Instruction Intervention	1B	1A	2B	<b>2A</b>
Reading	Individual Instruction Intervention	1C	1B	1A	<b>1A</b>
Writing	Individual Instruction Intervention	1B	2C	2B	<b>2B</b>
Reading	Reducing Class Size Intervention	P7b	P7a	P8b	<b>P8a</b>
Writing	Small Group Tuition	1B	1A	1A	<b>2C</b>
Reading	Reducing Class Size Intervention	P5a	P6a	P7b	<b>P8c</b>
Writing	Reducing Class Size Intervention	P8c	P8c	P9b	<b>1C</b>
Reading	Reducing Class Size Intervention	P7a	P9c	P9a	<b>1B</b>
Writing	One to one instruction	2A	3B	3B	<b>4C</b>
Writing	Individual Instruction Intervention	1B	1A	2C	<b>2C</b>
Writing	Individual Instruction Intervention	1B	1B	1B	<b>1A</b>
Writing	Individual Instruction Intervention	1C	1B	1B	<b>1B</b>
Writing	Individual Instruction Intervention	2C	2A	3C	<b>3B</b>

Writing	Individual Instruction Intervention	2C	2B	2B	<b>2A</b>
Writing	Phonics Intervention	2B	2B	2B	<b>2B</b>
Writing	One to One Intervention	3A	4C	4C	<b>4B</b>
Writing	One to one Intervention	P8b	P8a	P8a	<b>P8a</b>
Writing	Digital Technology Intervention	2B	2B	2B	<b>2A</b>
Writing	Digital Technology Intervention	3A	4C	4C	<b>4C</b>
Writing	One to One Intervention	4C	5B	5C	<b>WTS</b>
Reading	One to One Intervention	P7a	1C	1B	<b>PKF</b>
Writing	One to One Intervention	3C	3B	4B	<b>PKF</b>
Reading	One to One Intervention	P8b	1A	2C	<b>PKF</b>
Writing	Phonics Intervention	1C	1B	2C	<b>PKF</b>
Writing	Phonics Intervention	3B	3B	4B	<b>WTS</b>

### 50 interventions

Subject	Number of Pupils	Made Expected Progress	Exceeded Expected Progress
Reading	11	91%	73%
Writing	28	64%	50%
Maths	2	100%	100%
Speech and Language	9	85.7% ELG 100% NC	50% ELG 100% NC

Intervention	Number of Pupils	Made Expected Progress	Exceeded Expected Progress
Individual Instruction Intervention	11	54.5%	27.3%
Small Group Intervention And Reducing Class Size	5	80%	80%
Learning Style and Feedback Intervention	2	100%	50%
Speech and Language Intervention	7	85.7% ELG 100% NC	50% ELG 100% NC
One to One Intervention	12	83%	83%
Phonics Intervention	8	87.5%	87.5%
Collaborative Learning Intervention	3	100%	100%
Digital Intervention	2	0%	0%

<b>Pupil Premium Income</b>	49 X £1,320 = £ 64 680 LAC- 4 X £1,900 = £ 7,600 Total – <b>£72 280</b>
Teacher (0.1) – Co-ordination, Planning, Analysis and Evaluation	£ 6 000
Teaching Assistant - EYFS – Transition, Phonics, Speech and Language Intervention (H P)	£ 11 600
Teaching Assistant (0.5) – KS1/KS2 – Transition, Phonics, Reading, Writing and Maths Intervention (C W)	£ 6 326
Teaching Assistant (0.5) – KS1/KS2 – Transition, Phonics, Reading, Writing and Maths Intervention (A H)	£ 6 326
Teaching Assistant (0.5) – KS2 – Transition, Phonics, Reading, Writing and Maths Intervention (B M)	£ 6 326
Teaching Assistant (0.5) – KS2 – Transition, Phonics, Reading, Writing and Maths Intervention (J F)	£ 6 326
Teaching Assistant – KS2 – Transition, Phonics, Reading, Writing and Maths Intervention (K M)	£ 11 600
Teaching Assistant – KS2 – Transition, Phonics, Reading, Writing and Maths Intervention (E E)	£ 11 600
Teaching Assistant –Year 3 – (K S)	£ 11 600
<b>Total</b>	<b>£ 77 704</b>

Interventions	Cost
Reading	£16 759.71
Writing	£44 184.58
Maths	£3047.22
Speech and Language	£13 712.49

## 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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**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

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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.