

### Greengates Pupil Premium Strategy 2019-20

<b>NOR</b>	235
<b>Number of pupils eligible for PP funding</b>	60
<b>Percentage of pupils eligible for PP funding</b>	25%
<b>Total Budget allocation</b>	£71240
<b>Academy Deprivation Index</b>	3.4
<b>Nominated member of AAB</b>	Mrs Jenny Collins
<b>AAB PP Review dates</b>	Thursday 14/11/19 @ 4:30pm Monday 27/04/20 @ 5:30pm Thursday 16/07/20 @ 5:30pm

#### Outcomes of Previous Academic year

	All	All national	PP	PP national	Others	Other national
<b>EYFS (GLD)</b>	68%	72%	42%	57%	86%	74%
<b>Year 1 Phonics</b>	80%	82%	83%	70%	79%	84%
<b>Year 2 Phonics cumulative</b>	93%	92%	71%	85%	100%	94%
<b>Key Stage 1 Reading</b>	70%	75%	43%	60%	77%	78%
<b>Key Stage 1 Writing</b>	66%	69%	43%	55%	73%	74%
<b>Key Stage 1 Maths</b>	67%	76%	29%	63%	77%	80%
<b>Key stage 2 Reading</b>	59%	73%	13%	64%	76%	80%
<b>Key stage 2 Writing</b>	76%	78%	38%	63%	90%	81%
<b>Key stage 2 Maths</b>	72%	79%	38%	59%	85%	78%

#### Pupil Premium - What is Pupil Premium?

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people's life chances. This is particularly true for children from low-income families, or who are Looked After Children, research shows that without intervention these children are far less likely to leave schools with good GCSE results than other children. The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium has also been introduced for children whose parents are currently serving in the armed forces.

This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs. There is obvious accountability that serves to ensure that the money is used effectively and to the benefit of these key groups.

**What does the data suggest for priorities for the next academic year?**

**EYFS**

PP children achieved significantly below other children in the cohort  
PP children also achieved well below PP children nationally  
PP children at Greengates Academy have SEND and attendance issues  
The data indicates that children need identifying quicker, therefore intervention can be implemented sooner and parental links can be established earlier.  
The academic need is across the board so PP children need to be at the forefront of all staffs minds when teaching – early intervention with QFT and boosting where necessary.

**KS1**

Phonics outcomes were broadly in line with national for all children; PP children exceeded all children and other children groups  
Phonics at year 2 were significantly below PP national and other children in school. The data indicates that at GGPA there is a need to strengthen the teaching of phonics across school through the quality resourcing, fidelity to one phonics scheme and improved CPD.

Year 2 (KS1) results were slightly below national averages; however PP results were significantly below the remainder of the cohort and national in all subjects at ARE and GD. The focus for this cohort is to raise attainment and accelerate progress next year for all PP children through an exciting engaging curriculum, QFT and boosting where necessary.

**KS2**

Year 6 outcomes (KS2) as with KS1 were significantly below national averages and other children in the same cohort at both ARE and GD. These results including the KS1 suggest that PP children across school need identifying in class quicker, need to be a focus of the adults in each class and need as a school we need to accelerate progress to close the gaps at the end of KS1 and KS1

**Behaviour and Attendance**

Attendance averages between 96% and 97% for the whole school and PA has steadily risen to just above national in 2018/19. PP families are the biggest group of PA children. Targeted work with the attendance officer on attendance and punctuality is a focus this year.

Objective 1 To improve attendance and reduce PA	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
Increase whole attendance by targeting most vulnerable groups with highest PA	Re define role of Inclusion Manger to focus on attendance and punctuality	O.6 FTE of IM role Fortnightly Pastoral meeting 0.6 FTE of Office Admin Selection of attendance awards	All pupils	Inclusion manager / Principal	A decreasing PA across school, particularly within the PP group of children. Increased attendance and willingness to attend school
	Review attendance and punctuality procedures to ensure we identify and intervene as soon as possible to increase attendance and reduce punctuality		All children with an attendance under 91%		Children who are vulnerable to poor attendance and punctuality are identified quicker and interventions and support are made available quicker
	Celebrate and recognise good attendance through various schemes, displays, assemblies and rewards to ensure children attend school		All children but in particular the pupils below 91%		A decreasing PA across school, particularly within the PP group of children. Increased attendance and willingness to attend school
Impact	<b>Whole school attendance 95.8%</b> <b>PP 93.5 (up from 93.1 in previous year)</b> <b>PA – 43% of PP in 2018/19 reduced to 40.1% of PP in 2019/20</b>				
Objective 2 Phonics, Reading and Writing.  Years: Whole School	What will we do?	How much will it cost?	How many pupils will benefit?	Who will be responsible?	What will success look like?
<b>To continue to raise % of pp pupils achieving ARE in phonics, reading and writing</b>	Provide targeted support in addition to whole class teaching for individuals and groups	2 x FTE support staff 1 x 0.8 FTE support staff	All Academy pupils	EYFS Leader reading and writing SENDCo SLT through RAGS Class teachers	Increased % of pp pupils achieving ARE and gap closing with national.
	Closely monitor progress of pupils of PP pupils to identify those at risk of not reaching the standard and review support and provision.	2 days per half term release time for PP lead	All Academy pupils	Principal - Assessment PP leader RAG Leads SENDCo Class teachers	Increased % of PP pupils achieving ARE and gap closing with national
<b>Increase % of Pupils achieving the required standard to pass Yr 1</b>	Continued use of Whole class phonics	Resources Letterland costs, Roxy costs,	All EYFS and KS1 pupils	Phonics Lead Reading Lead KS1 and EYFS team	Increased % of PP pupils achieving ARE and gap closing with national

<b>Phonics screen and Yr 2 Phonics re-sit.</b>		Fiona reading DOL costs		Class teachers	
<b>Reading booster sessions</b>	Provide out of school reading boosters for y6 children	2 hrs per week x 30 Principal	Y6 PP children	Principal, AP, DOL	Increased % of PP pupils achieving ARE and gap closing with national
<b>Raise attainment in writing for pupil premium pupils across school Yrs 1 to 6</b>	1-1 feed back to accelerate progress in writing	1 day of DOL time Per week 1 x 0.1 FTE HLTA time to release class teacher	Year 5 and 6 PP children	Principal, AP and DOL	Progress for Pupil Premium pupils will be 0.
<b>Impact</b>	<p><b>Phonics</b>  <b>Year 1: 7/11 PP predicted-63% (whole class 21/29 predicted – 72%)</b>  <b>Year 2: 100% PP predicted (97%whole class)</b></p> <p><b>Year 2 SATS (predicted)</b>  <b>100% PP maths (Whole class)</b>  <b>66% PP writing</b>  <b>66% PP reading</b></p> <p><b>Year 6</b>  <b>PP Reading 56% (83% whole class)</b>  <b>PP Writing 89% (93% whole class)</b>  <b>PP Maths 67% (86% whole class)</b></p>				
<b>Objective 3 Maths</b>	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible?</b>	<b>What will success look like?</b>
<b>Years: Whole School</b>					
<b>To continue to raise % of pp pupils achieving ARE in Maths</b>	Provide targeted support in addition to whole class teaching for individuals and groups	2 x FTE support staff 1 x 0.8 FTE support staff	All academy pupils	EYFS Leader reading and writing SENDCo SLT through RAGS Class teachers	Increased % of pp pupils achieving ARE and gap closing with national.
<b>After school boosters</b>	Provide after school boosters to improve maths understanding	3 hour per week AP	Year 6 PP children	Principal, AP and DOL	Increased % of pp pupils achieving ARE and gap closing with national.
<b>To continue to develop the teaching of Arithmetic across KS2 and Year 2.</b>	Closely monitor progress of pupils of PP pupils to identify those at risk of not reaching the standard and review support and provision.	2 days per half term release time for PP lead	All Academy pupils	Principal - Assessment PP leader RAG Leads SENDCo Class teachers	Increased % of PP pupils achieving ARE and gap closing with national
	Use strategies used in year 6 and 5 in years 2, 3 and 5. Keep rigorous records and use misconceptions and gap	1 afternoon release time for Maths lead	All Academy pupils	Maths lead Class teachers	Increased % of PP pupils achieving ARE and gap closing with national

	evidence to plan targeted lessons				
<b>Impact</b>	<b>Year 2 – 100% predicted to achieve ARE maths</b> <b>Year 6 – 67% predicted to achieve ARE maths</b> <b>Year 4 – 16/28 whole class 57% (3/8 PP passed 37%) – based on Feb practice test</b>				
<b>Objective 4 SEMH support</b>	<b>What will we do?</b>	<b>How much will it cost?</b>	<b>How many pupils will benefit?</b>	<b>Who will be responsible?</b>	<b>What will success look like?</b>
Breakfast club	Provide a wake up shake breakfast club coach to provide structured healthy sports before school	Jamie coach	40 children per day	Principal	Children arrive at class awake and ready to learn
	Provide Breakfast	£2 per pupil accessing per day	10 pupils	Principal /BM	
Lunchtime coach	A structured calm lunchtime to support and develop PP children with SEMH issues	Jamie coach	All pupils	Principal	Children return to class ready to learn every afternoon
Life Skills lessons	Provide bespoke Life skills lessons based on need identified by Pastoral team	2 x pm IM time	10 pupils	Principal / Pastoral team	SEMH needs of the children met, ie reduced aggression, increased collaboration, stranger danger etc
<b>Impact</b>	<b>Number of children receiving 3<sup>rd</sup> warning decreased from 9 in 2018/19 to 8 in 2019/20.</b> <b>Number of 3<sup>rd</sup> warnings issued remains the same at 27. However, in 2019/20 15 of these were received by 1 child who was in crisis so if adjusted for this fact the number of warnings has decreased significantly this year.</b>				

**2019-20 Pupil Premium RAG Progress Tracking and Intervention record**

FS1 Pupil Premium interventions Pupil premium in cohort 3/24 = 12.5% SEND pupils	Below				On track for GLD (22-36 secure)				Above			
	Sept Baseline	End Autumn	End Spring	End Summer	Sept Baseline	End Autumn	End Spring	End Summer	Sept Baseline	End Autumn	End Spring	End Summer
<b>Writing</b> <ul style="list-style-type: none"> <li>PP children are a key target/focus for observations.</li> </ul>	1@22-36E 1@22-36D	2@22-36S	2@30-50E		1@22-36S	1@30-50E	1@30-50S					
<b>Reading</b> <ul style="list-style-type: none"> <li>PP children are a key target/focus for observations.</li> </ul>					3@22-36S	3@30-50E	3@30-50D					
<b>Maths</b> <ul style="list-style-type: none"> <li>PP children are a key target/focus for observations.</li> <li>1 child monitored for attendance.</li> </ul>	1@22-36D	1@22-36S	1@30-50D		2@22-36S	1@20-50E 1@22-36S	1@30-50E 1@30-50D					
<b>Other</b> 1 child monitored for attendance												

FS2 Pupil Premium interventions Pupil premium in cohort 7/30 = 23% 0 SEND pupils	Below (5 pupils)				On track for GLD (2pupils) (40-60 secure)				Above			
	Sept Baseline	End Autumn	End Spring	End Summer	Sept Baseline	End Autumn	End Spring	End Summer	Sept Baseline	End Autumn	End Spring	End Summer
<b>Writing</b> <ul style="list-style-type: none"> <li>Books targeted to be marked first.</li> <li>1 child has additional 1 to 1 input most of the time.</li> <li>PP children are a key target/focus for observations.</li> </ul>	1@22-36D(8) 3@30-50D(17,18,25) 1@30-50E(26)	1@30-50D (8) 2@30-50S (17, 25) 1@30-50D (18) 1@30-50E (26)	1@30-50S 1@40-60D 2@40-60E 1@30-50D		1@30-50s (22) 1@40-60E(32)	2@40-60E (22-32)	1@40-60E 1@40-60S					
<b>Reading</b> <ul style="list-style-type: none"> <li>Books targeted to be marked first.</li> <li>1 child has additional 1 to 1 input most of the time.</li> <li>PP children are a key target/focus for observations.</li> </ul>	1@22-36S (8) 3@30-50D (17, 18, 25) 1@30-50E (26)	2@30-50E (8, 26) 2@30-50S (17, 25)	1@30-50D 1@40-60D 2@40-60E		1@30-50S (22) 1@40-60E (32)	2@40-60E (22,32)	1@40-60E 1@40-60S					

		1@30-50D (18)	1@30-50D									
<b>Maths</b> <ul style="list-style-type: none"> <li>Books targeted to be marked first.</li> <li>1 child has additional 1 to 1 input most of the time.</li> <li>PP children are a key target/focus for observations.</li> </ul>	1@16-22S (8) 1@30-50D (17) 1@30-50E (26) 2 @30-50S (18, 25)	2@30-50E (8, 26) 3@30-50S (17,18,25)	1@30-50S 2@40-60E 1@40-60D 1@30-50D		1@30-50S (22) 1@40-60E (32)	2@40-60E (22, 32)	1@40-60E 1@40-60S					
<b>Other</b>												

<b>Y1 Pupil Premium interventions</b> <b>Pupil premium in cohort 10/29 34%</b> <b>1 SEND pupil</b> <b>EYFS 6 LPA 4 LPA</b>	EYFS LPA 6 Pupils				EYFS MPA 4 Pupils				EYFS HPA 0 Pupils			
	Sept Baseline	End Autumn	Spring	Summer	Sept Baseline	End Autumn	End Spring	End Summer	Sept Baseline	End Autumn	End Spring	End Summer
<b>Reading</b> <ul style="list-style-type: none"> <li>Books targeted to be marked first.</li> <li>1 child getting daily catch up phonics (DR).</li> <li>Adult support (1:5) in reading session for 2 children (3 x weekly).</li> <li>Small group phonics teaching for 2 children (5 children in group).</li> </ul>	5@2.2 1@3	5@2.2 1@3	2@2.1 3@2.2 1@3		4@2.1	4@2.1	3@2.1 1@1					
<b>Writing</b> <ul style="list-style-type: none"> <li>Books targeted to be marked first.</li> <li>1 child receiving additional letter/number formation daily.</li> <li>1 child working in adult supported group during lesson (5 children in group)</li> </ul>	5@2.2 1@3	5@2.2 1@3	2@2.1 3@2.2 1@3		3@2.2 1@2.1	3@2.2 1@2.1	1@2.2 1@2.1 2@1					
<b>Maths</b> <ul style="list-style-type: none"> <li>Books targeted to be marked first.</li> <li>6 children accessing additional practical maths number activities in provision.</li> <li>1 child working in adult supported group during lesson (5 children in group)</li> </ul>	6@2.2	6@2.2	4@2.2 1@2.1 1@1		2@2.2 2@2.1	2@2.2 2@2.1	3@2.1 1@1					

Other

Y2 Pupil Premium interventions Pupil premium in cohort 6/29 = 20% 0 SEND pupils EYFS 2 LPA 4MPA	EYFS LPA 2 pupils				EYFS MPA 4 Pupils				EYFS HPA 0 Pupils			
	Sept Baseline	End Autumn	End Spring	End Summer	Sept Baseline	End Autumn	End Spring	End Summer	Sept Baseline	End Autumn	End Spring	End Summer
<b>Reading</b> <ul style="list-style-type: none"> <li>Books targeted to be marked first.</li> <li>All children seated at the front of class.</li> <li>1 child 15 mins catch up phonics min 3 X per week</li> <li>5 children receiving 1:1 reading min 3 X per week.</li> <li>4 children accessing Lexia (3 x weekly)</li> </ul>	1@2.1 1@3	1@2.1 1@3	1@1 1@2.2		2@2.1 1@1	1@2.2 2@1	1@2.2 3@1					
<b>Writing</b> <ul style="list-style-type: none"> <li>Books targeted to be marked first.</li> <li>All children seated at the front of class.</li> <li>1 child working on Y1 TAF.</li> </ul>	1@2.1 1@2.2	1@2.1 1@2.2	1@1 1@2.2		3@2.1	2@2.1 1@1	1@2.2 1@2.1 2@1					
<b>Maths</b> <ul style="list-style-type: none"> <li>Books targeted to be marked first.</li> <li>All children seated at the front of class.</li> <li>All children to have bespoke visual models and manipulatives.</li> <li>2 children accessing Y1 curriculum.</li> </ul>	2@3	2@3	2@2.1		2@2.1 1@1	1@2.1 1@1 2@2.2	2@2.1 2@1					
<b>Other</b> <ul style="list-style-type: none"> <li>2 children have 1:1 stamping programme in place to improve attention.</li> <li>Regular check-ins after transition times for 2 children.</li> </ul>												

Y3 Pupil Premium interventions Pupil premium in cohort 9/30 30%	KS1 4 LPA pupils	KS1 5 MPA pupils	KS1 0 LPA pupils
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2 SEND Pupils KS1 4 LPA 4MPA 1 no PA	Sept Baseline	End Autumn	End Spring	End Summer	Sept Baseline	End Autumn	End Spring	End Summer	Sept Baseline	End Autumn	End Spring	End Summer
<b>Reading</b> <ul style="list-style-type: none"> <li>Books targeted to be marked first.</li> <li>4 (2 SEND) have 2 guided sessions per week on simpler text. Comprehension focus.</li> <li>2 pupils have gaps in phonics - gap analysis done.</li> </ul>	4@3	3@3 1@2.2	3@3 1@2.2		3@2.1 1@2.2	3@2.1 1@2.2	2@1 2@2.1 1@2.2					
<b>Writing</b> <ul style="list-style-type: none"> <li>Books targeted to be targeted first.</li> <li>1:1 coaching/editing time built in.</li> <li>4 children given personalised Y2 TAF.</li> </ul>	4@3	3@3 1@2.2	3@3 1@2.2		1@3 1@2.2 1@2.1	2@2.2 2@2.1	2@2.2 3@2.1					
<b>Maths</b> <ul style="list-style-type: none"> <li>Books targeted to be marked first</li> <li>4 (2 SEND) provided with personalised curriculum – Y1/2 maths.</li> <li>Wider use of manipulatives and visual models to support calculation.</li> </ul>	4@3	4@3	4@3		1@2:1 2@2.2 1@3	1@3 1@2.2 1@2.1 1@1	1@1 2@2.1 1@2.2 1@3					
<b>Other</b> <ul style="list-style-type: none"> <li>Lego therapy for 3 children – social skills, intervention, processing and reasoning skills. 2 X 20 mins per week.</li> <li>1 Child doing life skills- 1x weekly 1 hour.</li> </ul>												

Y4 Pupil Premium interventions Pupil premium in cohort 7/29 24% 2 SEND pupils KS1 4 LPA 2MPA 1HPA	KS1 LPA 4Ppupils				KS1 MPA 2 Pupils				KS1 HPA 1 Pupil			
	Sept Baseline	End Autumn	End Spring	End Summer	Sept Baseline	End Autumn	End Spring	End Summer	Sept Baseline	End Autumn	End Spring	End Summer
<b>Reading</b> <ul style="list-style-type: none"> <li>Books targeted to be marked first.</li> <li>1 child has pre read prior to the whole class strategy</li> <li>5 children have additional 1:1 reading min twice per week.</li> <li>5 children receive Lexia programme 3 X 20 mins per week.</li> <li>3 children receive extra fluency/retrieval session 2 x 30min per week</li> </ul>	1@3 2@2.2 1@2.1	1@3 3@2.2	1@3 2@2.2 1@2.1		1@1 1@2.2	1@2.1 1@2.2	1@1 1@2.2		1@1	1@1	1@1	
<b>Writing</b> <ul style="list-style-type: none"> <li>Books targeted to be marked first.</li> </ul>	4@2.2	2@3 1@2.2	1@3 2@2.2		1@2.2 1@2.1	1@2.2 1@2.1	1@2.2 1@2.1		1@2.1	1@1	1@1	

<ul style="list-style-type: none"> <li>3 children have handwriting intervention 2 X per week.</li> <li>3 children have support for planning of writing as needed.</li> </ul>		1@2.1	1@1								
<b>Maths</b> <ul style="list-style-type: none"> <li>Books targeted to be marked first.</li> <li>4 children have additional Year 3 calculation programme as needed.</li> <li>2 children daily times table intervention</li> </ul>	2@3 1@2.2 1@2.1	1@3 3@2.2	1@3 3@2.2		1@1 1@2.1	2@2.1	1@2.1 1@1		1@1	1@1	1@1
<b>Other</b> <ul style="list-style-type: none"> <li>Lego therapy for 3 children – social skills, intervention, processing and reasoning skills. 2 X 20 mins per week.</li> <li>1 child targeted for improved punctuality. Attendance Lead supporting – daily stamping and rewards.</li> <li>1 child (SEND) receiving 1 hour per week of life skills.</li> </ul>											

<b>Y5 Pupil Premium interventions</b> <b>Pupil premium in cohort 7/31 23%</b> <b>1 SEND pupils</b> <b>KS1 2LPA 4 MPA 1 HPA</b>	KS1 LPA2 Pupils				KS1 MPA 5 Pupils				KS1 HPA 1 Pupil			
	Sept Baseline	End Autumn	End Spring	End Summer	Sept Baseline	End Autumn	End Spring	End Summer	Sept Baseline	End Autumn	End Spring	End Summer
<b>Reading</b> <ul style="list-style-type: none"> <li>Books targeted to be marked first.</li> <li>All children seated at the front of class.</li> <li>2 children receive Lexia programme 3 X 20 mins per week. Also receive personalised spellings and also have 3 x weekly reading 1:1 with adult.</li> <li>2 children targeted for GD.</li> </ul>	2@3	2@3	2@3		3@2.1 1@1	3@2.1 1@1	2@2.1 2@1		1@2.1	1@1	1@1	
<b>Writing</b> <ul style="list-style-type: none"> <li>Books targeted to be marked first.</li> <li>All children seated at the front of class.</li> <li>As above tailored spelling from Lexia programme.</li> <li>2 children working on pre KS/WT TAF.</li> </ul>	2@3	2@3	2@3		3@2.1 1@1	3@2.1 1@1	2@2.1 2@1		1@2.1	1@2.2	1@2.2	
<b>Maths</b> <ul style="list-style-type: none"> <li>Books targeted to be marked first.</li> <li>All children seated at the front of class.</li> <li>1 child has additional support using Y4/5 programme daily within maths lesson</li> </ul>	1@3 1@2.2	2@2.2	2@3		3@2.1 1@1	2@2.1 2@1	4@1		1@1	1@1	1@1	

<ul style="list-style-type: none"> <li>2 children receive daily X table using strong visual models. 15/20 mins.</li> </ul>												
<b>Other</b> <ul style="list-style-type: none"> <li>1 child has additional weekly social emotional nurture support in a small group.</li> <li>1 child has regular check ins every 10 mins in class to keep on task.</li> </ul>												

<b>Y6 Pupil Premium interventions</b> <b>Pupil Premium in cohort 8/28 29%</b> <b>1 SEND</b> <b>KS1 2PA 4 MPA 1 HPA</b>	KS1 LPA 2 Pupil				KS1 MPA 5 Pupils				KS1 HPA 1 Pupil			
	Sept Baseline	End Autumn	End Spring	End Summer	Sept Baseline	End Autumn	End Spring	End Summer	Sept Baseline	End Autumn	End Spring	End Summer
<b>Reading</b> <ul style="list-style-type: none"> <li>Books targeted to be marked first.</li> <li>5 children having reading booster 2 X 30 mins per week. Targeted for EXS. Retrieval and inference focus.</li> <li>4 children having reading booster 3 X 30 mins per week. Fluency focus and high interest books.</li> <li>1 child having reading booster 2 X 30 mins per week. Fluency focus and high interest books.</li> <li>7 children receiving additional intervention weekly with Director of Learning identified through formative and summative assessment.</li> <li>2 children receiving Lexia intervention (60min per week)</li> </ul>	1@3 1@2.2	1@3 1@2.2	1@3 1@1		1@3 2@2.2 2@2.1	2@2.2 2@2.1 1@1	1@2.2 1@2.1 3@1		1@2.1	1@1	1@1	
<b>Writing</b> <ul style="list-style-type: none"> <li>Books targeted to be marked first.</li> </ul>	1@2.2 1@3	1@2.1 1@2.2	1@1 1@3		1@3 3@2.2 1@2.1	1@3 3@2.2 1@2.1	5@1		1@2.1	1@2.1	1@1	

<ul style="list-style-type: none"> <li>2 children targeted for GD and receiving weekly intervention with Director of Learning.</li> </ul>												
<b>Maths</b> <ul style="list-style-type: none"> <li>Books targeted to be marked first.</li> <li>7 children receiving arithmetic booster weekly for 1 hour after school.</li> <li>2 children have additional X table work 4 X per week for 15 mins. Using strong visual models.</li> <li>3 children have additional weekly support for arithmetic for 30 mins with Director of Learning.</li> </ul>	1@2.2 1@3	1@2.1 2@2.2	1@2.2 1@1		1@3 2@2.2 2@2.1	2@2.2 3@1	1@2.2 4@1		1@2.1	1@1	1@1	
<b>Other</b>												