



**Worle Village Primary School Intervention Report**  
**Term 6 – 2016**

**Year 1 / 2 Phonics & Writing Intervention**

**Entry Criteria:**

Phonics: Year 1/2 children who are not making progress in phonics and are in danger of failing the year 1 phonics screening test.

Writing: Year 1/2 children who completed phonics intervention (or other children who are confident at blending but less confident at segmenting) and then need to apply blending skills to segmenting. Teacher to set learning focuses to help children to reach target.

**Exit Criteria:**

- Phonics: Working confidently at phase 5 phonics (at least)
- Phonics: On track to pass Year 2 phonics re-screening
- Writing: have sufficient progress and are writing more independently and with greater confidence (teacher judged).

**Context:**

Mrs Smith will be carrying out phonics work with individuals twice a week for 20 mins.

Writing intervention has been carried out in small groups once a week for 20-30 minutes.

Further writing support has been carried out in class by LSA using funded hours based on target setting by the teacher.

**Start Date:** Term 2

**Finish Date:** when child has reached Phase 5 or June (whichever is earlier).

**Total pupils over year: 11**

**PHONICS : COMPLETED**

**WRITING: CONTINUES**

**Number of pupils who are PPG: 2 (Phonics), 4 (Writing)**

**Number of pupils who are SEN: 2 (Writing) 1 (Phonics)**

**PPG funding used for year – Approximately £11 000 (of NS Salary)**

**Quantifiable Impact to Date**

**Qualitative Impact to Date**

<b>PHONICS</b>	<b>Term 2</b>	<b>Term 6</b>	<b>YTD Progress</b>
<b>Cohort</b>	Emerging/Developing	100% Secure	
<b>Phonics group</b>	Emerging	100% Secure	
<b>PPG children</b>	Emerging	100% Secure	
<b>SEN Children</b>	Emerging	100% Secure	

- All children (SEN & PPG) passed their phonics screening test this year.

<b>WRITING</b>	<b>Term 2</b>	<b>Term 6</b>	<b>YTD Progress</b>
<b>Cohort</b>	Emerging/Developing	78% Secure	
<b>Writing group</b>	Emerging	100% Secure	
<b>PPG children</b>	Emerging/developing	100% Secure	
<b>SEN Children</b>	Emerging	100% Secure	

- All the children in the phonics intervention have made accelerated progress.
- Teacher feedback is that the intervention has made a real positive impact on the children as they have all increased their sight reading of keywords, and are all more confident at blending words and thus are able to read with more confidence and fluency.
- All children passed their phonics screening test with the phonics intervention and extra support having a strong impact.
- Writing feedback: children enjoying the sessions. There has been a real improvement on handwriting. Teacher feedback strongly suggests that the extra sessions in class with the LSA, using extra hours, is making a difference in their everyday writing.

**Overall Success of the Intervention:**

*The children undertaking this intervention have made accelerated progress in comparison with the cohort. **SUCCESSFUL!***



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**Year 3/4/5/6 Writing Intervention**

**Entry Criteria:**

Writing: Year 3/4/5/6 children's targets are set by teachers for LSA funded hours to focus on based on their individual needs i.e. grammar

**Exit Criteria:**

- Writing: have sufficient progress and are writing more independently and with greater confidence (teacher judged).

**Context:**

Writing intervention has been carried out in small groups once a week for 20-30 minutes.  
Further writing support has been carried out in class by LSA using funded hours based on target setting by the teacher.

**Start Date:** Term 1

**Finish Date:**

**WRITING: CONTINUES**

**Total pupils over year: 2**

**Number of pupils who are PPG: 2**

**Number of pupils who are SEN: 2**

**PPG funding used for year – Approximately £11 000 (of NS Salary)**

WRITING	Term 2	Term 6	YTD Progress
<b>Cohort</b>	50% Developing	80% Secure	
<b>Writing group</b>	100% Emerging	100% Emerging	
<b>PPG children</b>	100% Emerging	100% Emerging	
<b>SEN Children</b>			

- Writing feedback: There has been a real improvement on handwriting. Teacher feedback strongly suggests that the extra sessions in class with the LSA, using extra hours, is making small differences in their everyday writing. There will still need to be ongoing support to really encourage a love of writing for these two boys.
- Both children when on task can apply themselves to their writing but this is very hit and miss even with LSA support.
- A range of genres and topics based on the children's likes has been adopted in order to boost their engagement.
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**Overall Success of the Intervention:**

The children undertaking this intervention have made small progress compared to their cohorts - **Unsuccessful**

**Speech & Language Support Programme**

**Entry Criteria:**

- Children who have SALT programmes from the Local Authority
- Children who have been identified as needing extra support due to language difficulties by class teachers

**Exit Criteria:**

When children have been completed the SALT plans and are signed off by LA or when children without SALT plans have been identified as no longer needing language support by their class teacher's and Mrs Paddick (SALT HLTA).

**Context:**

Mrs Paddick works with individuals at least twice a week on their SALT plans or with her own designed plans based on the children's needs. Each session lasts for approximately 20 mins and is usually on a 1: 1 basis.

**Start Date:** Term 1

**Proposed Finish Date:** Term 6 (reviewed yearly for SALT children and termly for non-SALT children).

**Cost / Hours implication:  
£438 for year per child**

**Number of PPG children: 4**

**Number of SEN children: 2 (2 are PPG)**

**PPG funding used for Term 1-6 £1314**



Quantifiable Impact to Date (similar to term 3)		Qualitative Impact to Date
<b>PPG 3 (out of 3)</b> - 100% of the children met the LA SALT plans and have since been signed off. - 33% have reached their end of year targets in reading & writing	<b>SEN 2</b> - 100% of these children have reached their targets on their LA SALT plans and have been signed off. The other child is a significantly SEN child with active involvement from other agencies. - 66% have reached their end of year targets in reading & writing -	- 4 children have met their LA targets with cases being closed - There has been growth in confidence and clarity, in particular with 2 of the SEN children. They are more understandable and are now able to socialise with their peers. - Teachers describe the children as now using a wider range of vocabulary, showing greater confidence with their reading & writing.

**Overall Success of the Intervention**  
**SUCCESSFUL** – children are supported well and they meet their LA targets. Impact in class is variable but is very much due to the specific needs of the children in related to their SALT plans. The VLS often comment that the SALT provision that we provide is good and is a provision that not all schools provide.

**Toe by Toe Literacy Support Programme with Nessy Learning Programme**

**Entry Criteria:**  
 Significantly below expected levels in Reading & Writing – on SEN register for literacy needs – potentially Dyslexic children

**Exit Criteria:**  
 Completion of Toe by Toe programme

**Context:**  
 LSA / TAs carryout the intervention with identified children everyday for 15 minutes each time.

<b>Start Date:</b> Term 1	<b>Proposed Finish Date:</b> ongoing and will continue with child as they progress through the school until complete	<b>Cost / Hours implication:</b> £30 per child per term
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<b>Number of PPG children:</b> 3	<b>Number of SEN children:</b> 3 (All PPG)	<b>PPG funding used for term 1- 6:</b> £352
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Quantifiable Impact to Date		Qualitative Impact to Date								
	<table border="1"> <tr> <td></td> <td align="center"> <b>% reached end of year Reading Targets</b> </td> </tr> <tr> <td align="center"> <b>Toe by Toe 3 (ALL sen) PPG Group</b> </td> <td align="center">           100% (3)         </td> </tr> </table>		<b>% reached end of year Reading Targets</b>	<b>Toe by Toe 3 (ALL sen) PPG Group</b>	100% (3)	<ul style="list-style-type: none"> <li>- For all of the children, the programme has made a vast improvement in their reading ability. As well as with their reading confidence and enjoyment.</li> <li>- All the children have grown in their confidence and blending ability. They have all progressed in reading age and book bands.</li> <li>- Children are using their phonics more independently in their writing.</li> <li>- A year 6 child who has been undertaking TbT for 6 terms months has shown good results.</li> </ul>				
	<b>% reached end of year Reading Targets</b>									
<b>Toe by Toe 3 (ALL sen) PPG Group</b>	100% (3)									
<p>Normal age related Progress is expected to reach secure within their year.</p> <table border="1"> <thead> <tr> <th>Child</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>A</td> <td align="center">Secure</td> </tr> <tr> <td>B</td> <td align="center">Secure</td> </tr> <tr> <td>C Achieved the next year</td> <td align="center">Emerging</td> </tr> </tbody> </table>		Child	Progress	A	Secure	B	Secure	C Achieved the next year	Emerging	
Child	Progress									
A	Secure									
B	Secure									
C Achieved the next year	Emerging									

**Overall Success of the Intervention**  
**SUCCESSFUL**. Toe by Toe is an intervention which is recommended by the LA VLS and is supporting our children well. Reading in the school is good and the number of children needing Toe by Toe intervention is falling each year. After Term 4 in 2016 no new children started the intervention.



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**Pupil Premium Grant**

**Entry Criteria:** Any child that receives additional funding for free school meals, ever 6, forces or Adoptive care.

**Exit Criteria (in collaboration with parents/carers, class teachers and learning mentors):**

- When funding stops (immediately for forces children / adoptive) or After 6 years for FSM (Ever 6)

**Context: 13 Free school meals. 34 Ever 6. Forces 11 pupils 1 Adoptive care - Total Pupil premium 59 (as of September 2015).**

Funding is used in a variety of ways to support the children in accessing the full curriculum and being comparable with their peers. To support closing the gap with deprivation and achievement.

**Start Date:** Term 1

**Proposed Finish Date:** ongoing

**Total Budget for finance year up to end of March 2016 is £67820**



**QUANTIFIABLE IMPACT TO DATE**

Year 1s:															
Year 1 (number of chn)		Reading			Writing			Maths			Year 6				
		E	D	S	E	D	S	E	D	S	Reading	Writing	Maths		
% of children Progress up to Term 4	Ever 6 (3)	33	33	33	66	66	33	100	100	100	% Reached end of year target	Ever 6 (3)	100	100	100
	FSM ( )											FSM ( )			
	Forces (2)		50	50	50	50	50	50	50	50		Forces (2)	100	100	100
	LAC ( )											LAC ( )			
Year 2s:															
Year 2 (number of chn)		Reading			Writing			Maths			Year 6				
		E	D	S	E	D	S	E	D	S	Reading	Writing	Maths		
% of children Progress up to Term 4	Ever 6 (3)		100		33	66		33	66	33	% Reached end of year target	Ever 6 (3)	66	66	66
	FSM (3)		100			100		33	66			FSM (3)	100	100	66
	Forces (1)		100			100			100			Forces (1)	100	100	100
	LAC (1)	100			100			100				LAC (1)	0	0	0
Year 3s:															
Year 3 (number of chn)		Reading			Writing			Maths			Year 6				
		E	D	S	E	D	S	E	D	S	Reading	Writing	Maths		
% of children Progress up to Term 4	Ever 6 (6)	16	84		66	34		50	50		% Reached end of year target	Ever 6 (6)	84	50	84
	FSM (3)		100		66	33			100			FSM (3)	100	100	100
	Forces (1)		100		100				100			Forces (1)	100	100	100
	LAC ( )		100		100			100				LAC ( )			
Year 4s:															
Year 4 (number of chn)		Reading			Writing			Maths			Year 6				
		E	D	S	E	D	S	E	D	S	Reading	Writing	Maths		
% of children Progress up to Term 4	Ever 6 (3)		66	33		100			66	33	% Reached end of year target	Ever 6 (3)	100	100	100
	FSM (1)		100		100			100				FSM (1)	0	0	0
	Forces (3)		100			100			33	66		Forces (3)	100	100	100
	LAC ( )											LAC ( )			
Year 5s:															
Year 5 (number of chn)		Reading			Writing			Maths			Year 6				
		E	D	S	E	D	S	E	D	S	Reading	Writing	Maths		
% of children Progress up to Term 4	Ever 6 (6)	32	68		16	84		32	68		% Reached end of year target	Ever 6 (6)	68	68	68
	FSM (5)	40	60		80	20		60	40			FSM (5)			
	Forces (1)	100			100			100				Forces (1)	0	0	0
	LAC ( )											LAC ( )			
Year 6s:															
Year 6 (number of chn)		Reading			Writing			Maths			Year 6				
		E	D	S	E	D	S	E	D	S	Reading	Writing	Maths		
% of children Progress up to Term 4	Ever 6 (9)		100		11	89			100		% Reached end of year target	Ever 6 (9)	100	89	89
	FSM (2)	50	50		50	50			100			FSM (2)	50	0	0
	Forces (1)		100			100			100			Forces (1)	100	100	100
	LAC ( )											LAC ( )			

**QUALITATIVE IMPACT TO DATE**

- Governor involvement and termly monitoring has enabled children's progress to be tracked carefully. Provision / interventions that were deemed necessary to support those children further have shown impact on those children's personal, social and emotional well-being in addition to their academic progress.

Pupil Premium Funding has enabled (comments from teachers):

- *Children are showing more confidence in particular subject areas – ones in particular that they have been supported by with over-learning / pre-learning activities.*
- *Reading support has seen real growth in the fluency of out targeted readers. The frequency has enabled some of them to in book bands.*
- *Children are more focussed and engaged in lessons (especially when they have had pre-learning the day before).*
- *Using conjunctions / connectives more confidently in writing due to writing support.*
- *Is able to use the formal written methods with skill due to maths support / targeted work.*
- *Works more effectively when independent*
- *A particularly quite and shy girl is now confident and in recent debates was able to articulate her arguments very skilfully and confidently.*
- *Has real Pride in learning now.*
- *Considerable improvement in her maths confidence and her understanding of mathematical concepts.*



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**SEN**

**Entry Criteria:**

- Deemed SEN Support because.... They have specific SEND identified needs....or they require extra support /adapted teaching beyond what is normal practice for other children and thus are underachieving or making slower progress. Also includes those who have identified behavioural, social, emotional, mental health or medical needs which are creating significant barriers to their learning.

**Exit Criteria:**

- Their identified need is no longer posing a barrier to their learning.

**Context: The children are supported through a range of strategies with QFT, interventions and / resources as well as support from different agencies (as appropriate).**

**Start Date:** Variable

**Finish Date:** Variable

**Total number of children: 29 children**

**Number of pupils who are PPG: 14 (48%)**

**Number of pupils who are SEN: all**

**Cost for training - the school is expected to meet the first £6000 of SEN need for every SEN child within school budget. Additional Top Up funding can be applied for but there are incredibly strict criteria that they have to meet to obtain any funding.**

**Quantifiable Impact to Date**

	% Reached targets at term 6 Age related Expectations		
	Reading	Writing	Maths
Y1	75%	25%	75%
Y2	40%	20%	40%
Y3	67%	67%	33%
Y4	25%	25%	0%
Y5	0%	0%	0%
Y6	71%	43%	43%

	Gap Closing		
	Reading	Writing	Maths
Y1			
Y2			
Y3			
Y4			
Y5			
Y6			

**Qualitative Impact to Date**

- Most of the small stepped plans have shown that although many of the SEN children have progressed in the new data and they have closed gaps in their learning via their small stepped plans.
- Teachers have used the various interventions well for the SEN children (as appropriate).
- Much of the qualitative evidence fits with that of the PPG as 48% of the SEN children are PPG children who have extra support.
- The new SENCO has worked in coordination with the PPG coordinator to ensure that ALL SEN children have full access to suitably targeted intervention support.
- A new tracking system has enabled both coordinators to ensure that progress is being made within the interventions.
- A new maths system – Maths No Problem was started this year which the SEN children might have struggled with the different learning style and expectations on them.
- Children who have not hit their age related expectations have made progress but in relation to their age curriculum for their ability range.

Intervention	Quantitative Impact SEN children who have reached age related expectations.				Overall Qualitative Impact	Successful?
	Emerging	Developing	Secure	Mastery		
Toe by Toe	1		2		y	Yes
Phonics Intervention			2		y	Yes
Writing Intervention	2			2	y	Yes



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First Class Number	1		1		y	Yes
SALT		1	1		y	Yes

**First Class at Numbers (KS1) Maths Intervention – Mrs Harvey (KS1) Mrs**

**Entry Criteria:**

Children who were cause for concern at term 1 Pupil Progress Meeting and have been highlighted by maths leader & class teacher as needing support.

**Exit Criteria:**

Completion of allotted program

**Context: 9 pupils just started with First Class at Number 6 PUPILS IN YEAR 2 / 3 PUPILS IN YEAR 3**

**Start Date:** Various

**Finish Date:** Term 6

**Total number of children:** 9

**Number of pupils who are PPG:** 8

**Number of pupils who are SEN:** 2

**Cost for training - £452 (KS1)**

**Quantifiable Impact to Date**

**Qualitative Impact to Date**

<b>MATHS</b>	<b>Term 6</b>	<b>YTD Progress</b>
<b>Cohort</b>	Year 2 – 90% Secure Year 3 – 63% secure	
<b>Writing group</b>	Year 2 – 66% Secure Year 3 – 100% Secure	
<b>PPG children</b>	Year 2 – 83% Secure Year 3 – 100% Secure	
<b>SEN Children</b>	Year 2 – 33% Secure	

- The two SEN children in Year 3 require additional support to show progress and have been on the intervention for the whole year. They will need further support next year as well as boosted maths intervention above this program.

**Overall success of intervention:**

Children who undertook the program have made accelerated progress and the majority will not need to continue with the program next year. **SUCCESSFUL**



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**Success at Arithmetic (KS2) , Mrs Bradshaw & Mrs Thomas (KS2)**

**Entry Criteria:**

- Children who were cause for concern at term 1 Pupil Progress Meeting and have been highlighted by maths leader & class teacher as needing support.

**Exit Criteria:**

Completion of allotted program

**Context: 8 pupils in Year 5 and 5 pupils in year 6**

**Finish Date: Various**

**Total number of children: 13**

**Number of pupils who are SEN: 6**

**Number of PPG children: 7**

**Cost for training - £1744 (KS2)**

**Qualitative Impact to Date  
% of children reaching age related expectations**

<b>Maths</b>	<b>Term 6</b>	<b>YTD Progress</b>
<b>Cohort</b>	Yr 5 – 81% Secure Yr6 – 90% Secure	
<b>Writing group</b>	Yr 5 - 50% Secure Yr 6 – 75% Secure	
<b>PPG children</b>	Year 5- 60% Secure Year 6 – 50% Secure	
<b>SEN Children</b>	Year 5 – 25% Secure Year 6 – 0%	

- A high majority of year 5 children work to a different age curriculum in maths and not the age related Year 5 curriculum. Within their own ability related curriculum the children have made sufficient progress through the year.
- Only 2 children in year 6 out of 4 in the cohort did not reach their maths target.
- Children are engaged throughout the program with connections and links being made into the classroom maths.
- A new program of maths study was initiated this year and the program links in with the Maths no Problem program.
- Children are showing better fluency and accuracy as well as increased confidence in their maths learning.

**Overall success of intervention:**

Children who undertook the maths intervention showed accelerated progress from their starting points. Their confidence is **higher within class** and the children are judged to be applying their knowledge by their teachers. The year 6 children were able to show confidence in their SATs maths paper with almost all the group achieving their target. **SUCCESSFUL**

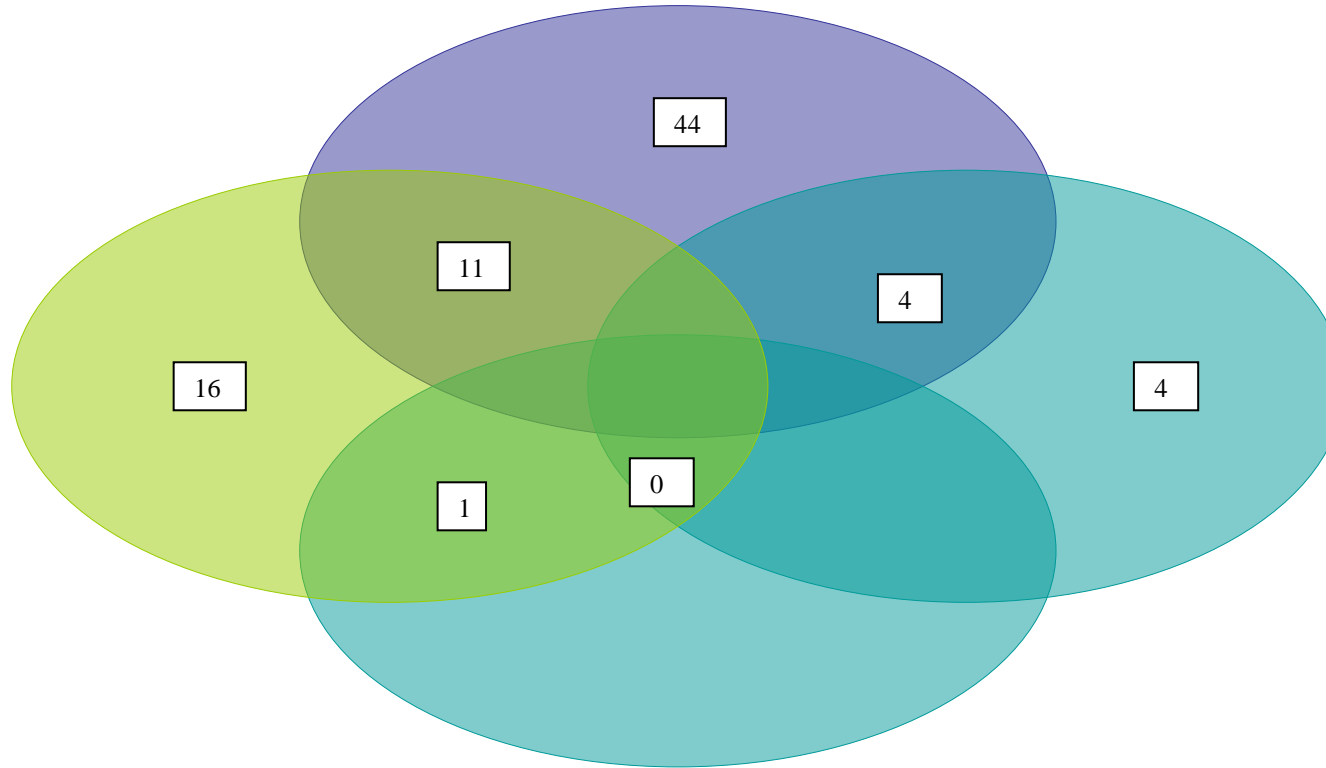




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**PPG – 59 as of  
11/3/16**

**SEN – 29 as of  
11/3/16**



**English as an  
Additional Language  
(EAL) & BME  
4 as of 11/3/16**

**LAC/  
ADOPTIVE  
1 as of 11/3/16**