



Lavington Park Federation
Graffham CE Infant and Duncton CE Junior Schools
Pupil Premium Review 2016-2017 (NB: yr groups not given to maintain anonymity)

School	Project	Impact
Additional teaching: Graffham	Autumn term 1-1 Maths input teacher led plus organisational support 1 hour per week.	Narrowly missed end ARE On review, parents stated that the child demonstrated a calmer, more confident approach to maths. They, themselves, felt more secure in the methods used to teach at school.
Additional teaching: Graffham	Social skills/friendship issues. This was an issue highlighted by family, child and school. One hour per week, board game group, teacher led.	PP child widened her social circle as other members of this group where rotated on a half termly basis. Improved collaboration, team work, problem solving together rather than individually. Calmer playtimes noted by lunchtime staff.
Additional teaching: Graffham	Phonics – additional ‘swoop group’ & time spent reviewing application in phonics in written work.	PP child passed phonics screen with strong score. Money spent on phonics resources supported a greater multisensory learning approach. With support, is beginning to edit phonetic errors in written work.
Additional teaching: Duncton	Teacher led, small group higher level writing group	Supported the introduction of whole school editing policy at higher level. PP child able to discuss principles of successful editing confidently. PP child has become an effective peer editor. PP child met end of year writing expectations.
Additional teaching: Duncton	Spring term- Friendship support with a TA.	Pupil conferencing highlighted an issue with friendship/conflict resolution. Parent and lunchtime staff in agreement. Calmer playtimes, this social circle needed less adult intervention to solve conflicts etc. PP child: “less problems with friendships and helping me to make new friends with boys and girls”
Additional teaching: Duncton	1-1 Teacher led, guided reading support 1-1 kinaesthetic spelling support	Child experienced higher level texts, promoting own progress/interest in reading. Improved verbal comprehension of higher level texts. Phonetic spelling and spelling confidence across curriculum improved. Confident, verbal discussion of spelling rules.
Additional teaching: Duncton	Teacher led, 1-1 self esteem group Treasure box – a collection of achievements that he is proud of. Contributions from staff, family and friends.	PP child is now able to discuss personal achievements and successes. He was previously unable to do this. Impact on general self esteem noted by many adults. This has been identified by independent, outside agency (Festival Theatre).
Additional teaching: Duncton	1 hr/ wk. Specific OT input Class TA/T trained by county OT to offer short, sharp daily bursts of support.	Child is now able to complete daily hand gym exercises independently. Slight improvement in handwriting – awaiting further OT advice.
Additional teaching: Duncton	Teacher led, small group, higher level maths group.	Multi agency approach surrounding this family, child did not meet end of year expectations but talks more confidently about how to apply maths skills.
Graffham and Duncton	Extended school provision.	Improved start to the day for vulnerable PP children and their families
Graffham and Duncton	Specific Assessment tools	PP child are now able to have specific learning profiles completed. This has enabled the SENCo/teachers to target provision specially, in an informed manner to each learner.