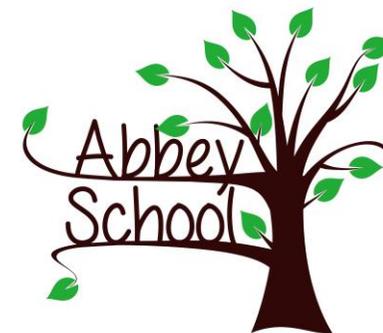


Pupil Premium Individual Action plan - to be reviewed by class teams half termly



Pupil	Year Group	Person responsible for monitoring of progress
		Mrs Yorke

Rationale -

Brief, bulletpointed background information relevant to this pupil and this plan:

- is a bright child, is especially strong in maths and ICT
- has ADHD
- home life seems chaotic and Mum reports that relationships with family are strained because of behaviour including behaviour towards siblings. Mum says is not taken out of home very often due to his behaviour
- In school is very unsettled in the morning and may need to stay out of class until medication is in system and is calm
- In class is often disruptive throwing things about and is unable to settle
- In the afternoons behaviour is better. Will join in and may produce some work.

Current EHCP targets for this pupil are:

to communicate with peers using less expletive language.
to continue in line with planned trajectory based upon his starting point
to receive the correct intervention from the CAMHS team
to use basic strategies to cope with sensory overload
to begin to recognise when needs support to regulate emotions

When writing targets, the following thought process should be followed in line with PPM. If 1 is secure move to 2, if 2 is also secure move to 3:

1. Is the main need for this pupil wellbeing?
2. Is there evidence in the data for this pupil that academic support and intervention is needed? (i.e. is any data red or amber?)
3. Broadening curriculum/transferring learning into life skills/broadening experiences

AUTUMN TERM**Actual date of review: 22.9.16****Actual Mid term review date;****Reviewed by: R Yorke**

Class intervention targets for this pupil this term are:

SSM: Expectation will learn in the classroom to be made clear, Hands-on activities to be provided wherever possible and practical, Assessments to be made verbally and through observation as well as through written work

Reading: Daily read during DEAR time in a quiet place with fewer distractions than the classroom

Writing: Rewards for attempting writing tasks, A task each Friday to reflect on a piece of writing to improve it

SP+L: Expectation that needs to speak clearly and at a reasonable pace to be made clear, Opportunities will be provided to speak outside the classroom to support with concentration, Collaborative learning opportunities

Science: More experimental science will be provided, Opportunities for acquisition of specific scientific vocabulary will provided, Misconceptions to be addressed as they arise, Clear links in learning, New assessment statements for clearer progression in teaching and learning, Timetabled science lessons, not mixed with topic

Targets	(i)Specific actions/interventions and (ii) timescales	Person(s)/ responsible	Use of Pupil Premium Plus and any other resources	Impact/progress	Links to EHCP target ✓
<p>To overcome feelings of low self-esteem and reduce anxiety</p> <p>To be able to discuss emotions, feelings and issues that prevent from joining in with lessons and accessing the curriculum.</p>	<p>Holistic well-being sessions with KT as necessary, reflexology, sensory circuits, mindfulness,</p> <p>Access to the wellbeing team at all times, when necessary if is anxious or angry about things or needs time out.</p> <p>Therapeutic time with the wellbeing team helping to overcome low self-esteem</p> <p>Use of PIL app to help understand emotional well-being better and make better choices</p> <p>1:1 support during weekly Circle time/ Social Discussions in class, where issues regarding fall outs and squabbles with peers and solutions are discussed in a range of settings. Appropriate responses encouraged and modelled by staff.</p> <p>1:1 support in class during weekly games sessions, where turn taking and developing good relationships with peers are encouraged and developed. Appropriate behaviour modelled by staff.</p>	<p>Class staff team</p> <p>Wellbeing team</p> <p>Wellbeing team</p> <p>Class staff team</p> <p>Class staff team</p> <p>Class staff team</p>	<p>Pupil Premium will be used to support this intervention.</p> <p>Mon-Fri - half hour sessions @ £7:00 per Hour</p> <p>Development of resources 1 hour a week @ £7</p> <p>1 hour a week @ £7</p> <p>1 hour a week @ £7</p>	<p>A more positive self image and self talk</p> <p>Joining in lessons and concentrating on learning.</p>	<p>✓</p> <p>✓</p>

Rational updates to feed forward - (Notes from mid-term review)

Dec 2016 data:

Number

Using and applying

Shape, space and measures

Reading

Writing

Speaking and listening

Science

ICT

Has had two medication reviews at the time of writing and medication has been changed at both of these appointments, both were attended by school staff. Had a visit from a social worker during the school day and was able to behave exceptionally well, however his behaviour during most days at school remains a concern. Continues to attempt to hurt other pupils with no provocation and regularly has to be removed from class to avoid hurting others or disturbing the learning of other pupils because of language, behaviour and because other pupils could potentially be unsafe.

SPRING TERM

Actual date of review:

Jan 2017

Actual Mid term review date;

Reviewed by: R.Yorke

Class intervention targets for this pupil this term are:

Reading: Needs to make 2 steps this term. Will read in the green room daily with an adult in order to aid concentration by providing a distraction free space.

Science: Needs to make 2 steps this term. New teacher for this subject. Learning in the classroom as the science room is a trigger

ICT: Backwards progress has come about because of the new assessment system now including coding and algorithms. Planned for coverage for this through teaching and assessment opportunities. Learning in the classroom as the ICT room is a trigger

Targets	(i)Specific actions/interventions and (ii) timescales	Person(s)/ responsible	Use of Pupil Premium Plus and any other resources	Impact/progress	Links to EHCP target ✓
Purple Mash	Online resource to continue his learning at home	ICT lead	£2	Evidence of improvement in data	
Free Fruit	To ensure a healthy diet with regard to snacks	Kitchen	£7	Increased concentration reported	
Trips to support Engage Curriculum	To ensure engages in learning each half term as the topic changes, this makes a real difference to how deep learning is throughout the half term and the quality of work he produces	RY	£5	Greater engagement in learning	✓
To refrain from attempting to hurt other pupils in the classroom and disrupting the learning of others	Spend time with staff having positive behaviours reinforced through conversation, modelling of behaviour and reactions to situations, using the school reward system and the in-class reward system. Staff will remain vigilant in pre-empting when may attempt to hurt another pupil and be proactive in removing for a positive reason before incidents take place. Will be offered the option of remote learning when staffing enables this as an option	Class staff team	£7/hr=£42/day=£210/wk=£2500/term	Number of incident reports reduced	✓

Rational updates to feed forward - (Notes from mid-term review)

March 2017 data:

Number

Using and applying

Shape, space and measures

Reading

Writing

Speaking and listening

Science

ICT

Around half term time it was decided a move was needed to the classroom with the fewest behaviour concerns in order to have the best chance of learning as there were many other pupils to 'bounce off' in class. Has had repeated visits to CAMHS for medication reviews and the relationship between Mum and school has improved significantly. Is, after a tricky start, now appearing more settled with fewer attempts at violent outbursts but still absconds from the classroom and has to be returned to class by a member of staff. Whilst the class move has had a relatively positive effect on ability to control his impulsive behaviours, it has had a negative effect on academic progress.

SUMMER TERM**Actual date of review: July 2017****Actual Mid term review date;****Reviewed by: R.Yorke**

Class intervention targets for this pupil this term are:

Number: Is only slightly behind. Is very capable and confident in maths and just needs to go through the learning missed, this will be done alongside new learning at 4s1.

Reading: Needs to make 3 steps this term. Will read in the green room daily with an adult in order to aid concentration by providing a distraction free space. A lower ability book will be used to begin each session to secure confidence then some of a more challenging book for progress.

Science: Needs to make 3 steps this term. Needs to be in lessons, actively taking part in the practical aspects of each lesson. For written sections will go to the classroom with other pupils who need the support of scribe to show learning in writing as well as verbally as the room is a trigger.

ICT: Has now pulled up progress so that the computing aspects of his learning match his ICT from the end of last year. Needs to make 3 steps this term. Is capable of this but struggles consistently in the ICT room and therefore needs to complete ICT learning with 2 calm pupils in the classroom with a member of staff.

Targets	(i)Specific actions/interventions and (ii) timescales	Person(s)/ responsible	Use of Pupil Premium Plus and any other resources	Impact/progress	Links to EHCP target ✓
Purple Mash	Online resource to continue his learning at home	ICT lead	£2	Evidence of improvement in data	
Free Fruit	To ensure a healthy diet with regard to snacks	Kitchen	£7	Increased concentration reported	
Trips to support Engage Curriculum	To ensure that engages in learning each half term as the topic changes, this makes a real difference to how deep learning is throughout the half term and the quality of work he produces	RY	£5	Greater engagement in learning	✓
To remain in the learning environment of the class he is learning with	Spend time with staff having positive behaviours reinforced through conversation, modelling of behaviour and reactions to situations, using the school reward system and the in-class reward system. Staff will remain vigilant in pre-empting when may attempt to hurt another pupil and be proactive in removing for a positive reason before incidents take place. Will be offered the option of remote learning when staffing enables this as an option	Class staff team	£7/hr=£42/day=£210/w k=£2500/term	Number of times attempts to abscond from the classroom will be reduced	✓

Rational updates to feed forward - (Notes from mid-term review)

July 2017 data:

Number

Using and applying

Shape, space and measures

Reading

Writing

Speaking and listening

Science

ICT

Returned to class at the beginning of term and academic progress has been seen. Has continued to visit CAMHS for medication reviews and the relationship between Mum and school continues to be strong. Behaviour continues to be erratic and potentially violent as it was before the move to another class. Frequently attempts to abscond from the classroom and takes at least one member of the class staff team out of use in the classroom as they are monitoring constantly.