

Impact of DPP and DPP+ Expenditure at The Raleigh School, April 2015-April 2016

At The Raleigh School we continue to spend individual budgets on the specific child having first consulted with parents in order to take their considerations into account although academic provision does remain our priority. This year 4.8% of our children received either DPP+ or DPP funding.

Highlight green if achieved

Highlight yellow if partly achieved

Highlight red if not achieved

Child	Provision and impact between April 2015 and April 2016
DPP+ £1900 pa	
Child A	<p>To play consistently with all 5 fingers in both hands in 2/4, 3/4 and 4/4</p> <p>To memorise pieces of up to 8 bars and recognise a variety of notes (quavers, crochets etc)</p> <p>To write using full cursive letters</p> <p>1:1 support in maths investigations 1.25 hours per week to develop confidence in problem solving elements exceeding 2</p> <p>To become a secure 3.3</p> <p>To move from Lime to Free Reader by November 15</p>
Child B	To play with clear rhythm in 2/4, 3/4, 4/4, 6/8 in basic hand position. Read rhythms including a

	<p>variety of notes (eg quavers, crochets).</p> <p>Play with hands together and with varied dynamics.</p> <p>To spell 100 key words correctly.</p> <p>To have secure understanding of addition and subtraction strategies.</p> <p>To use basic French vocabulary learnt in a real life setting.</p> <p>To be able to read for meaning.</p> <p>To be able to apply a written method for multiplication independently.</p>
DPP £1320 pa	
Child C	<p>To follow LO of independent tasks in carousel sessions.</p> <p>To improve cursive letter formation so legible.</p> <p>To read the final 16 Reception key words.</p> <p>To read, write and count with numbers up to 20.</p> <p>To achieve yellow reading level.</p> <p>To correctly identify 80% of Year 1 phonemes</p>
Child D	<p>To make letters smaller and write at a faster pace.</p> <p>To know number bonds to 20.</p> <p>To increase confidence in writing and be willing to write independently.</p>

	<ul style="list-style-type: none">To write 80% of Year 1 key words (40) accuratelyTo encourage interaction with peers.To use capital letters and full stops correctly.To be able to identify all 44 Year 1 phonemes
Child E	<ul style="list-style-type: none">To correctly identify 90% of 44 Year 1 phonemesTo know the final 5 words from Reception key words.To know how to number bond to 10.To add and subtract from numbers to 20 with objects and on a number line.To be able to perform a star jump and a pencil roll.To read and spell all Year 1 key words.To progress to Yellow reading level.
Child F	<ul style="list-style-type: none">To use capital letters and full stops correctly.To use a number line correctly to add and subtract.To use small cursive letters and begin to join.To read the final 12 Reception key words.To stretch out words to hear all the sounds when writing them.To achieve Yellow reading level.

	To know the phonemes covered so far.
Child G	<p>To encourage to enjoy books at home.</p> <p>To increase the focus and engagement by prompting him.</p> <p>To encourage to take pride in work by focusing on spelling and handwriting as well as the content of the work.</p>
Child H	<p>To play more fluently, keeping the pace steady. To memorise pieces up to 8 bars and to recognise 1st position notes on strings 1, 2 and 3 to play quickly.</p> <p>To be able to consistently chose a method for tackling a maths investigation and attempt to solve it independently.</p> <p>To be able to swim 15m.</p> <p>To be able to read a whole book (in school and at home) and talk about what happened including characters and events.</p> <p>To be able to form and join letters correctly.</p>
Child I	<p>To commit to a sports club for two terms and earn a first belt.</p> <p>To increase focus and engagement by prompting.</p> <p>To be able to consistently write four sentences per lesson.</p> <p>To be able to swim 15m.</p> <p>To achieve the junior third grade in Judo.</p>

	To facilitate daily reading.
Child J	To focus better in English and ensure planning time supports progress in Friday writing. To develop writing skills and stamina especially the use of so, conjunctions and cohesion in text. To improve multiplication and division skills.
Child K	To develop social interaction skills and maximise time for parental support for learning.
Child L	To support social skills and enable attendance at the residential trip. To increase focus and engagement through prompting. To improve learning outcomes through improved concentration and focus. To be able to achieve 75% accuracy in reading comprehension. To reach a 5.2 in Maths securely.
Child M	To boost confidence in the classroom. To encourage more interaction with adults. To develop inference skills and be able to answer AF3 questions. To support planning and preparation in writing to enable a written paragraph with applied targets. To improve reading and spelling (to achieve Lexia target level). To improve mental maths skills and recall of times tables.
Child N	To increase social interaction.

	<p>To improve football skills and confidence in sporting ability.</p> <p>To be more confident and believe that Maths can be completed.</p> <p>To be more willing to complete a maths challenge independently.</p> <p>To be a 5.3 in Maths.</p> <p>To be able to attend paid school events.</p>
Child O	<p>To develop fluency and improve recall of storyline/facts.</p> <p>To be able to achieve 75% accuracy in reading comprehension activities.</p> <p>To be able to attend paid school events.</p> <p>To reach a 5.2 in Maths securely.</p> <p>To support knowledge of a healthy lifestyle and active involvement in school activities.</p>
Child P	<p>To learn notes on strings 4, 5 6 thoroughly. To play rhythms using quavers.</p> <p>To play fluently, keeping to a steady pulse and to memorise pieces.</p> <p>To spell 100 key words correctly.</p> <p>To have secure understanding of addition and subtraction strategies.</p>
Child Q	<p>To be able to spell polysyllabic words consistently.</p> <p>To use French vocabulary learnt in a real life setting.</p>
Child R	<p>To be able to spell most Year 5/Year 6 statutory words consistently.</p>

	<p>To be confident performing to an audience.</p> <p>To use French vocabulary learnt in a real life setting.</p>
Child S	<p>To spell 50 % of Year 4 keywords correctly.</p> <p>To have secure addition and subtraction strategies.</p> <p>To use French vocabulary learnt in a real life setting.</p> <p>To be able to apply written methods for multiplication and division independently.</p>
Child T	<p>To spell 100 key words correctly.</p> <p>To have secure understanding of addition and subtraction strategies.</p> <p>To use French vocabulary learnt in a real life setting.</p> <p>To be able to complete 80 minutes of Lexia at home and at school, using his laptop.</p>