

Delph Primary School



Provision Map for Monitored Pupils

Name:

Date of Birth:

Date this Provision Started:

Year:

Class Teacher:

Area(s) of concern:	
Baseline assessment before new strategies/booster put in place (use PIVATS if intervention does not provide one):	Assessment after at least a six week period/end of intervention:
Wave 1 Good Quality Teaching	Wave 2 Booster groups, catch up support/interventions
<ul style="list-style-type: none"> • Class teacher planning to meet diversity of needs • Visual timetable • Differentiated groupings and work/activities • Differentiated questioning and prompting • Targeted part time or full time TA support within the classroom effectively directed • VAK teaching and learning styles • Whole school handwriting scheme – posters displayed • Weekly reading session with CT or TA • Promoting self care – establishing routines • Visual prompts, symbols and signs displayed • Multi-sensory activities • Circle time and class council – social skills • SEAL materials • Whole class behaviour management strategy • e.g. class targets • Delph Ways used as a guide for behaviour expectations • School team point system • School ladybird reward system • Lunch time rewards • The Read, Write Inc phonic scheme • Visual cues around the classroom e.g. Give Me 5 visuals in KS1 • Working walls • P4C discussions and PSHME sessions • Use of structured writing frame • Structured school and class routines • Whole school responsibilities/tasks e.g. weekly helper • Narrative therapy resources and strategies used and displayed across the school • Interactive ICT resources to answer questions e.g. Nearpod • Using Ipad as a motivational tool • Independent access to a help shelf • Visual learning reminders e.g. monster for number reversals • Access to learning through play • Seat left handers with enough room for writing • Use of WILF and Next Steps used to give feedback and time to reflect on/discuss feedback • Use of vocabulary books/word banks and personal dictionaries • Access to Athletics 	<ul style="list-style-type: none"> • Individual reward system • 1:1 mentoring sessions with Mrs Finnigan or Mrs Weedon • Small group focussed handwriting sessions • Extra handwriting practise using the Ipad – basic letter formation or cursive script apps • Extra reading sessions each week • Small phonics group – Read, Write Inc • Individualised visuals on Ipad, laptops etc.. • Visual keyrings for reminders about routine and or behaviour • Wobble cushion for positioning • Non-slip mat for paper on tables • Comfy cushion for sitting on the floor • Writing wedge/angled desk top • Pencil grip or pen grip • Thicker pen/pencil for better grip • Individual work station • Year 3 QUEST Literacy Support – TA led daily x and teacher x 1 per week (20 mins) • Talking Partners – 10 week intervention of 3 weekly sessions to develop speaking and listening skills and raise confidence in this area • The Five Minute Box - Wave 2/3 intervention programme. Short sessions on all literacy aspects to be carried out by TA • The Number Box - Wave 2/3 intervention programme - led by TA • The Five minutes Box Two - short sessions on all literacy aspects to be carried out by TA. Follows on from The Five Minute Box • Small group social stories with TA • 'Socially Speaking' Social Skills Project Group - TA led listening and social skill based activities. Once a week (30 mins) • Physical Skills Project Group (Get Physical)- TA led physical activities. Once a week (30 mins) • Direct Phonics Intervention – 30 min sessions (approx 3 times per week) within a small group or individually • Stern Kit A maths resource – a multi-sensory approach to early mathematics as part of a small group or individually – TA led • Stern Kit B maths resource – a multi-sensory approach to mathematics. Follows on from Kit A. To be led by TA as part of a small group or individually • The Charlotte Clock – a structured, visual and simplified method for teaching children to read the time – TA led as part of a small group or individually • Read, Write, Inc 'Fresh Start' phonic sessions. Builds on the Read, Write Inc synthetic phonics scheme designed by Ruth Miskin. To be led by a TA as part of a small group or individually • Wordshark interactive computer games – develop literacy skills. • Numbershark interactive computer games – develop number skills. • Extra access to Ipad maths games • Extra access to Ipad spelling games • 2Type – touch typing program to develop keyboard skills and the learning of spelling patterns. • Power of 2 – structured maths intervention led by a TA as part of a small group or individually • Plus 1 – structured maths intervention led by a TA as part of a small group or individually • Peer reading sessions – upper KS2 to listen to KS1 readers as part of a small group or individually • Break time and dinner time adult or peer higher level support/supervision • Extra access to a word processor to record work • 1:1 TA support addressing specific targets using individualised multi-sensory activities • Upper Junior weekly focussed teaching sessions with a teacher (literacy and numeracy) • Extra narrative therapy strategies and activities – TA led as part of a small group or individually • Stile comprehension texts and activities. • Clicker 5 – reading and writing tool to be used as an ICT form of recording • Tux Type – free download teaching to type resource – TA led • Audacity – ICT tool for planning, recording and editing. Alternate method to written recording. • PAT – phonological awareness training intervention – uses onset and rime to teach sounds in words and blending – sessions with TA as part of a group • Precision Teaching – method used for teaching basic literacy and numeracy skills. TA led sessions • Extra High Frequency Words spelling practise – TA led sessions • Extra adult support at swimming sessions - small group • Self –Help Programme – activities provided by SALT to help children develop independent working skills – TA led 1:1 and in class • Lego Therapy – social skills intervention to be led by TA with 3 pupils for 20 min sessions – focuses on turn taking, responsibility, building vocabulary, following instructions, teamwork etc.. • Ready Made/Choose ICT games to develop basic literacy and numeracy skills • Extra letter and number formation activities – TA led • Extra time tabled brain breaks • Access to a homework club • Morning and after school booster groups – led by CTs • Task boards to break tasks down into manageable sections • Transition books to be sent home over Summer • Coloured overlays for reading • Use of timers to break down tasks • Use of personal toolboxes to store equipment for children who tend to wander • Use of blob trees - social skills and self esteem • Extra access to Athletics • Use of fiddle toys to help concentration
Any personalised additions to the provision stated on this map can be added to this box	
Does further action need to be taken? Does the SENCo need to become involved? Will the pupil need to remain on the monitored pupil list and continue to have a Provision Map?	