

1. Review of expenditure for 2016 -2017 (July 2017)				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>1. Children more settled in class and more focused learning taking place.</p> <p>2. Children have higher aspirations and increased self-confidence.</p> <p>3. Less friendship and playground issues.</p>	<p>Whole School Positive mind set strategies. PSHE.</p>	<p>1. Whole class focus on positive mind set and can do attitude showing increased confidence and resilience in all pupils. Data shows PP pupils have made more than expected progress across the whole school in all subjects. (End of Key stage 2 data progress measures are currently unavailable.)</p> <p>2. Pupil conferencing shows an increase in confidence and motivation.</p> <p>3. Very successful in both Key Stages 60% less frequency of playground incidents reported in KS2- 70% in KS1. This has led to a much more settled time in class and less time spent on sorting out playtime issues.</p>	<p>This strategy is successful and certain aspects will need to continue. Positive mind set has been a whole school focus and so will need revisiting at the start of the next academic year to refresh staff. – this will not require any cost. We feel more parental engagement would benefit our pupils in celebrating achievements. This will be a focus of next year's strategy.</p>	<p>£600 Andy Brumby Growth Mind-set - whole staff training. £1500 Provision review and Gold award</p> <p>£2010</p>
ii. Targeted support				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Children have higher aspirations and increased self-confidence.</p> <p>Less friendship and playground issues.</p>	<p>Circle of friends group for new and struggling pupils. Reset.</p> <p>Lunch time clubs for vulnerable pupils</p> <p>Group mentoring sessions. One to one art therapy and counselling for some pupils.</p>	<p>Induction of new PP pupils to school very successful. Pupils settle in quickly and establish friendship groups that work well. Only one pupil remains troubled with friendships.</p> <p>The lunch time club was also very successful. Pupils had a quiet and managed place to go where they could play games and mix with other children in a less boisterous atmosphere. Less incidents of 'fall outs'. Children more settled coming into class for afternoon lessons.</p>	<p>Circle of friends groups need to continue for those pupils joining our school mid-year.</p> <p>Mr Tooke and Mrs Finch to continue with their friendships groups for KS2 pupils. This may require funding for release time next year.</p>	<p>£5,765</p>

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
1. More focus in lessons – increased retention and improved concentration levels.	1. Pupils will receive on average an additional 2 hours per week on English and Maths skills. This will be on a one to one basis or in a small group. Visits from external agencies – Education Psychologists /Speech and Language etc.	1. This strategy was successful though very time and cost intensive. Some of our pupils received extra teaching every day in small group sessions. Pupils who attended these groups have made very good progress higher than non disadvantaged pupils and behaviour for learning for these pupils also improved. This had a positive impact for the whole of the class as disruption was minimised as pupils learnt how to implement classroom behaviour expectations. Other pupils who need one to one support throughout the day have made good progress both academically and in terms of developing independence.	1. The cost of this strategy was high in terms of staffing. We will continue if felt necessary. One to one support for some of our pupils will need to continue initially for the whole day. It is hoped that as we move through the year some support could be withdrawn. This will be monitored closely. One to one interventions for phonics in KS1 will need to continue.	£46,542
2. Increased attendance	2. Transport provided for pupils who struggle to get to school because of parental illness.	2. Attendance increase from 94% to 98%	2. This will need to continue next year to maintain better attendance.	£240