

1. Review of expenditure				
Previous Academic Year		2019/20		Budget: £17755
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
To develop children's engagement in writing to raise standards across the school	<p>Introduce model texts (Grammarsaurus)</p> <p>Free write twice a week</p> <p>Introduce spelling shed across school</p> <p>Author work shops Autumn term (GD)</p> <p>INSET day on writing Spring Term (Bob Cox)</p>	<p>The model texts improved the teaching of writing across the school as seen in observations by the SLT.</p> <p>Children across KS1 and 2 were building resilience to write for longer periods. COVID Lockdown unfortunately has been a setback.</p> <p>Encouraged children to improve their spelling. An invaluable tool during COVID Lockdown</p> <p>Excellent feedback from participants.</p> <p>Also opened up to Academy schools. Encouraged teachers to reconsider their approach to teaching of writing.</p>	<p>We will continue to use Grammarsaurus texts to ensure the quality and richness of text for planning.</p> <p>We are looking at a similar approach in 2020/21. To encourage children to be interested in the topic of their writing we will initially encourage them to choose their own subject during free write sessions.</p> <p>Spelling shed will continue to be used with additional targeted interventions for key children.</p> <p>Need to build on this initial programme in 2020/21</p> <p>Revisit learning points from training in teacher meetings/training this year.</p>	£395

<p>All pupils are challenged and supported appropriately, according to their starting point. Teachers will have a greater understanding of the learning journey of each pupil in their class</p>	<p>Teachers aware of previous data for their class</p> <p>Pupil progress/provision meetings</p> <p>Interventions monitored and adapted for impact</p>	<p>Continue to use Insight to enable teachers to have a clear view of starting points for children. Provision mapping and pupil progress meetings on at least a termly basis ensured resources are moved to support key children. These did not take place in the summer term.</p> <p>Impact: Good</p> <p>See individual case studies</p>	<p>This is a well established process which has been reviewed and updated to ensure effectiveness.</p> <p>Following COVID Lockdown we will use the provision/progress mapping process to identify the most urgent areas of need.</p> <p>The PP lead will continue to focus next year on improving smart targets for PP children and measuring individual steps.</p>	<p>£987</p>
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Children develop increasing resilience when approaching their learning, with a focus on writing.	Training during staff meeting for teachers in developing resilience in the classroom. Teach strategies to develop resilience in PSHE (coping with failure, concept of 'Not Yet, social skills) External trainer (investigate) Extended writing time is established as part of the school week.	Autumn term 2019/Spring 2020 SLT carried out monitoring programme looking at teaching of writing. With new staff in place this rigorous monitoring was essential. Book looks also identified where coaching and feedback was required. Out of these observations areas of additional support were identified Impact: improvement implementation was impacted by Lockdown	With new staff joining in 2020/21 the SLT will ensure a rigorous monitoring and coaching in the Autumn term.	£611
			Sub total	£1993
ii. Targeted support				
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
Phonics application in reading/writing	Intervention (rapid phonics) Additional resources for KS2 (Toe by toe, hornet, wasp)	Impact: Proven to be very effective in previous year. Children regularly assessed and intervention adapted to meet the gaps in understanding Additional intervention for children needing extra support in identification and application of phonics in Foundation and KS1 Phonics screen:95% pass for year 1 in 2019 All PP children achieved threshold and received additional support where required. Targeted spelling/reading intervention for KS2 improved results for key children (as seen in case studies)	Regular and focused assessment ensured interventions are highly targeted and adapted to meet individual needs. Training of staff and follow on observations ensures teaching is relevant and of a high quality. All staff in Foundation and KS1 will receive training at the start of the year. The assessment system will continue to be used	£3218

<p>Improvement in comprehension skills: inference and deduction; scanning and skimming skills; speed of reading.</p>	<p>Intervention groups across KS1 and KS2.</p> <p>Frequent 1:1 reading in Foundation and KS1 as required.</p>	<p>Impact: Good historically</p> <p>KS2 all year groups : 71% of PP children at the end of the year 2019 were at least expected. 2 PP children in Y6 achieved Greater Depth.</p> <p>KS1 all year groups: All PP children achieved expected in reading at the end of the year 2019.</p> <p>F2: All PP children achieved expected in reading at the end of the year 2019.</p>	<p>We will continue with targeted intervention groups across KS1/2. Our focus will be to target children who are not achieving predictions following COVID Lockdown.</p>	<p>£982</p>
<p>Improved structure, punctuation and content of writing</p>	<p>Teacher and TA/LSA working with individual children to edit and up level their writing in class.</p>	<p>Impact: Mixed</p> <p>Additional resource and scaffolding in class has helped to give children greater confidence in writing.</p>	<p>Continuing area of focus across the school to increase the number of children achieving expected and greater depth in writing.</p> <p>Look at individual writing sessions for PP children.</p> <p>Additional resource in KS2 to support children</p> <p>Following Lockdown the school is initiating extra sessions for UKS2 after school to bridge the gaps.</p>	<p>£2028</p>

Increasing confidence in application of maths concepts to problem solving	Maths support in class (with a group)	Impact: Good historically	Following Lockdown the school is initiating extra sessions for UKS2 after school to bridge the gaps.	£ 2028
Retention of number facts	Intervention (precision teaching and pre-learning)	Historic data 2019: KS2:Y6 PP children: 80% achieved expected 40% Greater Depth in Maths PP children Y5, 4 and 3: 100% achieved expected KS1: PP children 100% achieved expected F2: PP children 100% achieved expected	Pre-learning particular continues to be an important intervention to increase confidence. This will continue across the school for children with specific needs in maths. 1:1 has proven a successful targeted intervention focusing on a basic number facts. We will continue this strategy for specific children ensuring progress is regularly monitored and new targets set.	
			Sub total	£8256
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
Parents will have greater understanding of their children's educational needs and feel supported to be more involved.	Implement termly structured conversations with parents of PP children	Discussions on a termly basis help the school and families to support individual children's needs educationally, emotionally and socially.	This process needs to continue to ensure needs are more tightly tailored to support children and their families. Increasing opportunities need to be taken to recognise pupil voice through discussions with children.	School SENC O time £1833

Emotional and mental well being	<p>Internal counselling Nurture support Parenting</p> <p>Social Skills</p>	<p>Impact: High Over the year children had access to bubble time, which is a very important intervention run by a member of the Inclusion Team. It gives children the opportunity to talk to someone they know about their concerns. Children feel supported outside of the classroom. This often helps them manage their anxiety and confidence.</p> <p>Social skills groups have been run by the inclusion team to provide children with targeted programmes of support to help them develop their social skills and confidence in their own abilities. PPG children have been supported successfully with these programmes.</p>	<p>Continue to ensure children can access this support from the inclusion team.</p> <p>Investigate suitable outside support if unable to support in house.</p> <p>Continue to invest PP resource in the training of staff to support children. Nurture training for member of team next year.</p>	<p>£3666</p> <p>£410</p>
Reduce financial/practical anxieties Improve attendance	Practical support eg. uniform/breakfast club	<p>Impact: Good</p> <p>The Inclusion Manager has provided parenting support when needed, particularly with changing family circumstances.</p> <p>Supporting parents through offering breakfast club /ASC and holiday club sessions has allowed families to cope with periods of financial/emotional anxiety.</p> <p>Some financial support for uniform has been given when needed.</p>	<p>For individual situations attendance will remain a focus for next year. Further strategies are needed to improve punctuality and attendance for individuals.</p> <p>The use of ASC and BC will be carefully monitored this year with the aim of adding value through this resource, especially with regard to attendance.</p>	£1080

<p>All children are given opportunities to access the wider curriculum; including residential trips; day trips and after school clubs.</p>	<p>Supporting parents financially, enabling children to access trips; clubs, music tuition etc...</p>	<p>Impact: Average – reduced by COVID Lockdown</p> <p>All PPG pupils have the opportunity to attend extra-curricular clubs and music tuition. All trips are covered by PPG (Smarter Way To Pay cost is £102)</p> <p>External courses/programmes are used for specific skills..</p>	<p>It is important that these activities are not exclusively for PPG pupils, so they do not feel uncomfortable with being selected. Group work is the most effective and benefits many members of the school community.</p>	<p>£612</p>
			<p>Sub total</p>	<p>£7601</p>
<p>Final Total</p>				<p>£17850</p>