

1. Review of expenditure																						
Previous Academic Year		2018/9		Budget: £18780																		
i. Quality of teaching for all																						
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost																		
The FS environment will provide opportunities for all children to practise new skills, develop concepts and ideas and consolidate learning.	Training/CPD for 'in the moment planning' and development of skills	<p>In the moment planning has been developed over the year to ensure the progress of individual children is achieved and in many cases accelerated.</p> <p>Impact FS results:</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Expected</th> </tr> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100%</td> <td>87.5%</td> </tr> <tr> <td>Writing</td> <td>80%</td> <td>87.5%</td> </tr> <tr> <td>Numbers</td> <td>84%</td> <td>92.5%</td> </tr> <tr> <td>Level of development</td> <td>73%</td> <td>87.5%</td> </tr> </tbody> </table>		Expected			2018	2019	Reading	100%	87.5%	Writing	80%	87.5%	Numbers	84%	92.5%	Level of development	73%	87.5%	Recognise the strengths of new pedagogy but also limitations. Ensure regular monitoring refocuses so that systems can be adapted.	£340
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<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 Pupil progress/provision meetings Interventions monitored and adapted for impact</p>	<p>Implementation of Insight has enabled teachers to have a clear view of starting points for children. Provision mapping and pupil progress meetings on at least a termly basis have ensured resources are moved to support key children.</p> <p>Impact: Good See individual case studies</p> <p>Progress data: KS2 sats:</p> <table border="1" data-bbox="685 467 1256 595"> <thead> <tr> <th></th> <th>Expected</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>93%</td> <td>49%</td> </tr> <tr> <td>Writing</td> <td>80%</td> <td>16%</td> </tr> <tr> <td>Maths</td> <td>91%</td> <td>38%</td> </tr> </tbody> </table> <p>KS1 sats:</p> <table border="1" data-bbox="685 659 1256 786"> <thead> <tr> <th></th> <th>Expected</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>89%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>74%</td> <td>18%</td> </tr> <tr> <td>Maths</td> <td>87%</td> <td>16%</td> </tr> </tbody> </table>		Expected	GD	Reading	93%	49%	Writing	80%	16%	Maths	91%	38%		Expected	GD	Reading	89%	27%	Writing	74%	18%	Maths	87%	16%	<p>This is a well established process which has been reviewed and updated to ensure effectiveness.</p> <p>The PP lead will continue to focus next year on improving smart targets for PP children and measuring individual steps.</p>	<p>£340</p>
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Highly differentiated teaching and planning, focus on planning from the top	Monitoring from SLT with an emphasis on differentiation. Internal training for lesson planning.	Autumn term 2018 SLT carried out monitoring programme looking at differentiation in the classroom. Coaching and feedback ensured significant improvement. Impact: Good Data: Y6 and Y2 results (see above)	With new staff joining in 2019/20 the SLT will ensure a rigorous monitoring and coaching in the Autumn term.	£544
Introducing and implementing a writing framework	In house CPD at teacher meetings. Develop long term planning with clear progression. Sharing good practice, modelling, observations and follow up. Ensure high quality texts are used.	Staff have received in house training from English Lead over the year and observations. Long term planning is now embedded and the use of high quality texts. Impact: Average Data: Y6 and Y2 results (see above)	Writing remains a focus for the 2019/20 academic year. Areas recognised as having an impact on higher level achievement are resilience and perseverance to produce extended pieces of writing. Spelling for key children also remains a barrier to achieving the expected standard. Interventions have been adapted over the year for key children and we will continue this approach over 2019/20.	£340
			Sub total	£1564
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

Improvement in spelling	<p>School spelling intervention.</p> <p>Targeted support from TA for a group of children. Short burst sessions.</p> <p>Individual programmes for identified pupils</p>	<p>Impact: Good for individual PP child and other participants</p> <p>Continued and evidenced improvement in the use of high frequency words in writing. Intervention evidence for individual PP children.</p> <p>For individual children with exceptional needs we have put in extra resource and individualised programmes.</p>	<p>This group approach is established as an effective intervention for groups of children across KS2 and has been adapted for KS1.</p> <p>We recognise that for key children we need to use targeted 1:1 resources</p>	£ 1277
Phonics application in reading/writing	Rapid phonics intervention in KS1	<p>Impact: Very effective. Children regularly assessed and intervention adapted to meet the gaps in understanding</p> <p>Additional intervention for children needing extra support in identification and application of phonics in Foundation and KS1</p> <p>Phonics screen:95% pass for year 1 All PP children achieved threshold and received additional support where required.</p>	<p>Regular and focused assessment ensured interventions were highly targeted and adapted to meet individual needs.</p> <p>Training of staff and follow on observations ensures teaching is relevant and of a high quality.</p> <p>All staff in Foundation and KS1 will receive training at the start of the year. The assessment system will continue to be used</p>	£1417

<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</p> <p>KS2 all year groups : 71% of PP children at the end of the year 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.</p> <p>F2: All PP children achieved expected in reading at the end of the year.</p>	<p>We will continue with targeted intervention groups across KS1/2 with an increasing focus on achieving greater depth for a higher number of children in both KS 1 and 2. We will focus on higher level inferencing and deduction skills.</p>	<p>£2900</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>Foundation</p> <p>In Foundation the number of children achieving the expected level has increased by 7.5% year on year (80% to 87.5%)</p> <p>All PP children in KS1 end of year 2 sats achieved expected in writing following interventions.</p> <p>All pupil results;</p> <p>KS1: Writing: Expected 74% GD 18%</p> <p>KS2: Writing: Expected 80% GD 16%;</p> <p>GPS: Expected 89% GD – 42%</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. Consider out of school time (ASC).</p>	<p>£2156</p>

Increasing confidence in application of maths concepts to problem solving	Maths support in class (with a group)	Impact: Good KS2:Y6 PP children: 80% achieved expected 40% Greater Depth in Maths	Groups were targeted this year for GD and this was successful. In Year 6 40% of our PP children achieved GD. One pupil with intervention moved from WTS to EXP. We will continue to run groups for GD in Year 6.	£ 3146
Retention of number facts	Intervention (precision teaching and pre-learning)	PP children Y5, 4 and 3: 100% achieved expected KS1: PP children 100% achieved expected F2: PP children 100% achieved expected	Pre-learning in particular has proved an important intervention to increase confidence. This will continue across the school for children with specific needs in maths.	
			Sub total	£10896
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 (£102 PP budget get)

<p>Emotional and mental well being</p>	<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>The Inclusion Manager and a member of the Inclusion Team attended Youth Mental Health First Aid Training (2 day course) to enable them to support pupil's mental health issues.</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</p>	<p>£2118</p>
<p>Reduce financial/practical anxieties Improve attendance</p>	<p>Practical support eg. uniform/milk/breakfast club</p>	<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>	<p>£1492</p>

<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: High</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. This year pupils attended Oakwood Challenge and Just Around The Corner. These outdoor activities develop confidence, perseverance and resilience.</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>£2646</p>
			<p>Sub total</p>	<p>£6358</p>
<p>Final Total</p>				<p>£18818</p>