

1. Review of expenditure				
Previous Academic Year		2017/8		Budget: £15,780
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
All pupils achieve attainment in line with school and national expectations.	Gaps analysis; pupil progress meetings termly for all children. Focused interventions	To ensure all children are being supported appropriately to achieve school and national expectations. Impact: Good Pupil progress meetings are identifying those children who need extra support to achieve potential. Interventions are reviewed at least termly and frequently every half-term. Results: KS2 sats: Reading: 89% achieved expected standard; 42% greater depth Writing: 84% achieved expected standard; 18% greater depth Maths: 84% achieved expected standard; 38% greater depth KS1 sats: Reading: 84% achieved expected standard; 27% greater depth Writing: 89% achieved expected standard; 18% greater depth Maths: 89% achieved expected standard; 20% greater depth	This is a well established process which has been reviewed and updated to ensure effectiveness. The PP lead will focus next year on improving smart targets for PP children and measuring individual steps.	£340

All pupils achieve attainment in line with school and national expectations.	Teachers sharing good practice. Observations by senior leadership team.	<p>To ensure high standards of teaching and expectations, especially with new teachers (including 3 NQTs).</p> <p>Impact: Good The senior management team have a clear programme of observations and learning walks. The focus over the year has been to look at differentiation in the classroom for all groups of children. NQTs all completed their training successfully, making significant contributions to learning and enrichment within the school.</p> <p>Results: as above</p>	The focus on differentiation has helped to improve the quality of teaching (as seen through observations). This will continue to be a priority for the school.	£612
Increasing focus on the teaching of writing across the school	External CPD. In house CPD at teacher meetings. KS leaders modelling, observing and training on moderating of writing and next steps.	<p>To improve the teaching of writing across the school</p> <p>Impact: Good</p> <p>English Lead has provided in house CPD for all teachers. There has been a review of longterm planning to provide direction for teachers (especially new teachers). To support high standards across the school and provide guidance for new staff the handwriting scheme was revised and training delivered. Result: In KS2 our Average Progress Score is 0.82, which is 0.63 higher than the previous year. This year's cohort made more progress from their original starting point.</p>	Resources were used to investigate a new English scheme. Elements of this scheme will be used to improve existing teaching methods and planning.	£698
			Sub total	£1650
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>Impact: Good for individual PP child and other participants</p> <p>Continued and evidenced improvement in the use of high frequency words in writing.</p>	This approach is established as an effective intervention for groups of children across KS2 and has been adapted for KS1.	£744
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: 89% 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>New staff in Foundation and KS1 will receive training at the start of the year. The assessment system will continue to be used</p>	£1507
Improvement in comprehension skills: inference and deduction; scanning and skimming skills; speed of reading.	<p>Intervention groups across KS1 and KS2.</p> <p>Frequent 1:1 reading in Foundation and KS1 as required.</p>	<p>Impact: High</p> <p>KS2 sats: Reading: 89% achieved expected standard; 42% greater depth</p> <p>KS1 sats: Reading: 84% achieved expected standard; 27% greater depth All PP children achieved age related expectations in reading at the end of the year. In KS1 one child achieved GD. In KS2 comprehension intervention moved a child from working towards.</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, with the desire to impact PP children in our Year 6 cohort.	£1895

Improved structure, punctuation and content of writing	Teacher and TA/LSA working with individual children to edit and up level their writing in class.	Impact: Mixed Foundation extended writing for more able worked effectively. Children became increasingly confident and enjoyed the process of writing In Foundation the number of children achieving the expected level has increased by 1% and greater depth by 4% All PP children achieved ARE expectation in KS2 following interventions. KS1: Writing: Expected 89% GD 18% KS2: Writing: Expected 84% GD 18%; GPS: Expected 84% GD – 38%	Continuing area of focus across the school to increase the number of children achieving greater depth in writing. Look at individual writing sessions for groups including PP children.	£2939
Increasing confidence in application of maths concepts to problem solving	Maths support in class (with a group) Additional teacher for part of the year	Impact: High Additional resource in Upper KS2 enabled smaller group and differentiation. In KS2 6 out of 7 children achieved ARE expectation and of these 2 moved during the year from expected to greater depth.	An effective intervention which will be considered within resources for the future.	£1406
Retention of number facts	Intervention (precision teaching and pre-learning)	Impact: Good as it was highly targeted Intervention tailored for mathematical areas child have been identified to be struggling with in class. PP child in Year 5 achieved significant improvement in times tables recall and application. Year 6 children received targeted pre-learning. Year 6 results: expected 84% St Teresa's; 76% national.	Successful targeted intervention. We will continue this strategy for specific children ensuring progress is regularly monitored and new targets set.	£250
			Sub total	£8741

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. Increasing opportunities need to be taken to recognise pupil voice.	£1032
Emotional and mental well being	Internal counselling Nurture support Parenting	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.	Continue to ensure children can access this support.	£780
Reduce financial/practical anxieties Improve attendance	Practical support eg. uniform/milk/breakfast club	Impact: Good The Inclusion Manager has provided parenting support when needed, particularly with changing family circumstances. Supporting parents through offering breakfast club /ASC and holiday club sessions has allowed families to cope with periods of financial/emotional anxiety. Some financial support for uniform has been given when needed.	For individual situations attendance will remain a focus for next year. Further strategies are needed to improve punctuality and attendance for individuals.	£940

<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>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>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>£2633</p>
			<p>Sub total</p>	<p>£5385</p>
<p>Final Total</p>				<p>£15776</p>