

1. Review of expenditure 17/18

Previous Academic Year

Chosen action/approaches	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 Learning Mentor 2 Thrive Practitioner 3 TA (SEND support) 4 Ind pupil family support	<p>Progress KS1- KS2</p> <p>R: Non-Disadvantaged: 105.5 (0.95Avg Progress Score). Disadvantaged: +1.90. GAP = -0.6 in attainment & +1.00 in progress</p> <p>W:Non-Disadvantaged: 63% (-2.32Avg Progress Score). Disadvantaged: 60% (APS - 2.02). GAP = 0 in attainment & 0.3 in progress</p> <p>M: Non-Disadvantaged: 104.2 (0.34APS). Disadvantaged: 103.4 (APS0.58). GAP Att - 0.8 & Progress +0.2.</p>	<p>Learning mentors were effective in breaking down learning barriers and overcoming emotional obstacles. We will continue with this approach.</p> <p>Thrive practitioner (now TIS) – as above. Helped to break down barriers and has been adopted as a whole school approach.</p> <p>TA support has been adapted so as a more immediate and effective approach to enhanced learning has been adopted. This will see TA support carrying out pre and post teach exercises.</p>	

Actions:

For the year 2018/19 we have appointed a PP champion who has appraisal targets closely linked to outcomes and provision for PP children. In addition, we have prioritised writing and the curriculum on our whole school development plan. (See SDP) where PP children will receive real life learning opportunities.