

1. Review of expenditure				
Previous Academic Year		2016/7		Budget: £11,500
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 improve phonic teaching and assessment in Foundation/KS1	Training of staff Observations by senior leadership team. Focused interventions	To improve the teaching of phonics in the school. To ensure a higher percentage of children in Year 1 achieve the required level in the Year 1 phonics screen. Impact: High: 93% of Year 1 pupils achieved the phonic screen pass mark. Observations from the senior leadership team indicated a significant improvement in the teaching of phonics	Regular and focused assessment ensured interventions were highly targeted and adapted to meet individual needs. Training of staff and follow on observations ensured teaching was relevant and of a high quality. New staff in Foundation and KS1 will receive training at the start of the year. The assessment system will continue to be used	£660
Improved teaching of reading	In KS1 a new method to teach reading in class was trialled and the techniques shared with teachers in the key stage.	To improve the teaching of reading in class. To develop higher level reading skills (inference/deduction) Impact: Mixed: For Year 2 this approach worked well. Reading lessons were more focused. The system needs to be adapted for Year 1.	Book Talk was trialled with Year 2 children successfully. Reading lessons targeted key reading skills and improved assessments. Further work needs to continue to ensure the benefits are seen across the school.	£220
Improved strategies/resources to teach children struggling with maths concepts	Investment in practical resources, primarily Numicon and assessment resource.	To improve outcomes for children struggling with basic maths concepts by using practical resources (Numicon) High: Excellent resource for children, as evidenced in observations. High impact for SEN children	Maths Lead is planning to extend the use of this resource and has allocated budget for this purpose. KS1 maths results Working towards 16% Working at expected standard 84% Greater Depth 26%	£315
Encourage reluctant readers to engage	Books for reluctant readers /dyslexia friendly	To enable children to access books with low reading ability but high interest. Impact: High: Children excited by titles and content.	Evidence of greater interest in reading and assessment data for specific children indicated an improvement in reading age scores.	£100
			Sub total	£1295

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	Targeted support from TA for a group of children. Short burst sessions.	Impact: Good for individual PP child and other participants Improvement in the use of high frequency words in writing.	Focus on high frequency words worked well. This approach is established for groups of children across KS2	£304
Increasing fluency in reading	Foundation /KS1/2 PP children having extra reading 1:1 with TA/LSA	Impact: Good Improving confidence for children. Enjoyment in sharing and discussing text with adult.	Continue where need identified	£1505
Phonics application in reading/writing	Intervention (rapid phonics)	Impact: Very effective. 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	Focused intervention using this programme will continue combined with high quality phonics teaching in class	£612
Improved structure of writing Increasing confidence in own ability as a writer	Teacher and TA/LSA working with individual children to edit and up level their writing in class. Additionally extra sessions in group and 1:1 out of class with Inclusion Lead/LSA in all key stages.	Impact: Mixed Foundation extended writing for more able worked effectively. Children became increasingly confident and enjoyed the process of writing In KS2 children need more support on individual development of their writing Year 6 result Writing : 93% GD – 16% GPS 100% GD – 53%	More small group/1:1 work required with individual children in KS2. Ensure groups are kept small or 1:1 for impact Focus resource on this area next year within school SDP	£2129

Increasing confidence in application of maths concepts	Maths support in class (with a group)	Impact: Good In class support is timely and appropriate. Teacher/TA identifies needs that can be supported with additional interventions (see	Continue this strategy. Prioritise resourcing across the school	£1216
Understanding of key maths concepts and processes (addition, subtraction etc) 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 Year 6 results were: Maths: 100% GD – 37% Individual impact - 75% of PP children achieved ARE in Maths	Continue with intervention. Although more work needs to be given to retention of key number facts (eg.times tables)	£225
Improve comprehension skills in upper KS2	Booster groups for Year 6 children	Impact: High Year 6 results were: Reading: 100% GD – 56% PP children achieved in Year 6 achieved GD	More boosters earlier in the year	£788
			Sub total	£6779
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

<p>Self - esteem/confidence in abilities/breadth of opportunity</p>	<p>External activities Oakwood Challenge: Outdoor activities to increase confidence/cope with new situations (KS2)</p> <p>Just Around The Corner: Working with animals to increase confidence and awareness of own strengths (KS1)</p> <p>Clubs: Martial Arts/Yoga/tennis : PPG funding is provided for children to take part in extra-curricular clubs of their choice and learn new skills.</p> <p>Trips: All school trips are covered by PPG</p> <p>Music tuition :provide breadth of opportunity for all children. One to one or group music lessons were provided for children by Berkshire Maestros. Children learned to play musical instruments.</p> <p>Drama in school</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>Additionally we have provided extra drama lessons for children in Foundation to increase their confidence.</p> <p>External courses/programmes are used for specific skills. This year PPG 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>£2320</p>
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Emotional and mental well being	Internal counselling Nurture support Parenting guidance	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.	£750
Reduce financial/practical anxieties/improve attendance	Practical support Uniform Places at breakfast club/ASC (short term)/holiday club Parenting	Impact: High 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.	£292
			Sub total	£3362
Milk				£129
Final Total				£11565