

## 1. Review of expenditure

Previous Academic Year 2017/2018

Budget allocation £72,208

Total spend: £72207.85

### i. Quality of teaching for all

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
66% Y6 PP children to meet expected outcomes in reading and 92% maths 2019	<ul style="list-style-type: none"> <li>Reduce class size and increase adult support through target interventions</li> <li>Appropriate intervention identified, carried out and evaluated</li> <li>Additional one to one reading for less able readers 4 times per week</li> <li>Data tracking meetings</li> </ul>	<p>The percentage of children attaining the expected standard in maths and writing had increased from 2017/2018 results.</p> <p>Reading 77.4% writing 77.4%, maths 74.2%</p> <p>50 % of children eligible for PP met the expected standard in reading</p> <p>33.3 % of children eligible for PP met the expected standard in writing.</p> <p>66.7 % of children eligible for PP met the expected standard in maths</p> <p><b>2 new children joined our Y5 cohort. 1 of which was PP SEN</b></p> <p><b>Filtered data shows without these children 83% of PP would have met expected standard in reading, writing and mathematics</b></p>	<ul style="list-style-type: none"> <li>Reducing class size, particularly in maths, allowed children to receive a bespoke curriculum and ensured that they had more of a chance to achieve EXS when they had previously been just below. This is something that is a strategy that will be carried over to the next academic year.</li> <li>Supported reading activities increased the children's confidence when approaching the test however the texts needed to be longer at shorter timed intervals to ensure the children were able to complete the test to time. This approach will be amended in TA lead intervention sessions and guided reading sessions in 2018-2019. This will assist in improving the overall percentage of children attaining expected level in reading.</li> </ul>	£40,335
To narrow the gaps in the performance of PP children in reading across the school	<ul style="list-style-type: none"> <li>Data tracking meetings analyse the performance of all groups of children half termly</li> <li>Half termly chronological reading tests to be undertaken, progress monitored and</li> </ul>	<p>The percentage of children attaining the expected standard in maths and writing had increased from 2017/2018 results.</p> <p>Reading 77.4% writing 77.4%, maths 74.2%</p> <p>50 % of children eligible for PP met the expected standard in reading</p> <p>33.3 % of children eligible for PP met the expected standard in writing.</p> <p>66.7 % of children eligible for PP met the expected standard in maths</p> <p>2 new children joined our Y5 cohort. 1 of which was PP SEN</p>	<ul style="list-style-type: none"> <li>Supported reading activities increased the children's confidence when approaching the test however the texts needed to be longer at shorter timed intervals to ensure the children were able to complete the test to time. This approach will be amended in TA lead intervention sessions and guided reading sessions in 2018-2019. This will assist in improving the overall percentage of children attaining expected level in reading.</li> <li>Writing will be a focus across whole school in 2018-2019, but there will also be particular emphasis on targeted intervention for PP children to close gaps in learning at a basic skills level.</li> </ul>	

To extend the more able to achieve more than expected levels in Reading, Maths and Writing.	Targeted differentiation and challenge, high quality marking  Reasoning type tasks for deeper thinking and mastery tasks for applying skills in ..	Teacher intervention support was used effectively to support children in maths lessons to raise PP attainment. However, the children in this cohort did not achieve the higher standard for reading, writing and maths.  Results above evidence the impact of this	Intervention sessions and teacher's planning will focus on developing children's skill where higher standard is achievable. There is a predicted rise in higher standard for PP children in 2018-2019: Reading 34% Writing 34% Maths 34%	£177
To ensure quality first teaching for all by increasing the quality and focus of CPD	Staff training: <ul style="list-style-type: none"><li>• GPAS</li><li>• Spelling</li><li>• Moderation</li><li>• Intervention training</li></ul>	TA support was used effectively to support children in English and maths lessons.  Results above in KS1 and 2 evidence impact	Intervention most effective when teachers and TA's worked collaboratively to respond to marking issues/ misconceptions form earlier learning in the day. In 2018-2019 TA's will also able to deliver interventions in the afternoons to provide additional support, as a dedicated intervention team, focusing on their skills to provide tailored provision for children.	£1500

## 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
To support children who are not meeting age related expectations through afternoon maths, reading and writing interventions such as Plus 1, Power of Two, additional guided reading and writing sessions.	Lexia Plus 1 Power of 2 Springboard One to one Read, Write Inc. Additional one to one reading	Mental and written calculations showed progression throughout the school as per policy. Maths results in KS1 (83.3%) and KS2 (74.2%) demonstrate positive impact of strategies undertaken.	This strategy will continue next year.	£10,770

<p>Tailored support for staff to improve the percentage of PP children attaining the expected standard in reading/Ma To narrow the gap in attainment of PP/non PP children in wr/Ma</p>	<p>Targeted CPD SMT/school to school support to improve quality first teaching Targeted interventions as above</p>	<p>CPD focusing on reading and maths was given to all staff and had a positive impact on raising attainment in non-PP children.</p> <p>Purchased Maths resources and Busy Ants books to help teachers deliver lessons that incorporate fluency, reasoning and problem solving.</p>	<p>These strategies will continue to develop in 2018-2019 with extra focus added to writing also. Performance management targets for teacher and TAs will focus on intervention of significant groups and this will further address the gaps of both PP/non-PP children and will have a positive impact on attainment and progress. Predicted results for 2019 being:</p> <p>Reading:84% Writing: 84% Maths: 81%</p>	<p>£688.55</p>
<p>To narrow the gap in attainment of PP children/non PP children to less than 10% in reading, writing, maths  To improve the percentage of children attaining expected standard in reading, writing and maths</p>	<p>Quality first teaching  Targeted interventions as above</p>	<p>CPD focusing on reading and maths was given to all staff and had a positive impact on raising attainment in non-PP children.</p>	<p>These strategies will continue to develop in 2018-2019 with extra focus added to writing also. Performance management targets for teacher and TAs will focus on intervention of significant groups and this will further address the gaps of both PP/non-PP children and will have a positive impact on attainment and progress. Predicted results for 2019 being:</p> <p>Reading:84% Writing: 84% Maths: 81%</p>	
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b></p>	<p><b>Lessons learned (and whether you will continue with this approach)</b></p>	<p><b>Cost</b></p>
<p>To develop the whole child through broadening their real, life experience</p>	<p>Supporting after school clubs Supporting a Healthy eating agenda by providing Key Stage Two with a daily healthy snack School trips and curriculum "Hooks" to broaden experiences and engage Change for life experiences boot camp, allotment, cooking</p>	<p>Increased number of children attending after school clubs.</p> <p>Curriculum visits promote high levels of engagement form parents</p> <p>In school activities such as parent craft sessions and family picnics</p> <p>Every child a book for Christmas, to ensure that all children own at least one book, who don't normally have the opportunity to do so.</p> <p>Purchase uniforms and PE kit for PP children.</p>	<p>After school clubs vary termly and include both academic, physical and extra-curricular areas</p> <p>Curriculum "hooks" have been provided through visits, visitors and high quality texts which has led to high levels of engagement. This will continue 2018-2019.</p>	<p>£6,500</p>
<p>To enable children to develop their thinking in maths to move from concrete to abstract processes</p>	<p>Staff training in CPA methods</p>	<p>Training was delivered in-school by maths lead. Maths results across school have risen as a result.</p> <p>Concrete maths resources/strategies purchased to deliver maths</p>	<p>This strategy will continue in 2018-2019 to further develop children's knowledge and understanding, as well as their confidence in maths.</p>	<p>£4,300</p>

			<b>Total cost</b>	<b>£72207.85</b>
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