

1. Review of expenditure

Previous Academic Year 2018/2019

Budget allocation £74,600

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
84% Y6 PP children to meet expected outcomes in reading and 92% maths 2019	<ul style="list-style-type: none"> Reduce class size and increase adult support through target interventions Appropriate intervention identified, carried out and evaluated Additional one to one reading for less able readers 4 times per week Data tracking meetings analyse the performance of all groups of children half termly 	<p>The percentage of children attaining the expected standard in reading and writing had increased from 2018/2019 results.</p> <p>Reading 84% writing 88%</p> <p>But decreased in maths from 74.2% to 69%</p> <p>84 % of children eligible for PP met the expected standard in reading</p> <p>84 % of children eligible for PP met the expected standard in writing. (With 36% of those children achieving GD standard.)</p> <p>85 % of children eligible for PP met the expected standard in maths</p> <p>50% of PP children achieved R/W/M combined score. (8% of which have combined W/R/M GD standard score.) One pupil <i>was PP SEND.</i></p>	<ul style="list-style-type: none"> 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. Supported reading activities increased the children's confidence when approaching the test; this will be further developed in 2019-2020 through TA lead intervention sessions and guided reading sessions. In addition to this, Readingplus.co.uk will be used firstly in Y5 and then moving through to Y6 to ensure further development in vocabulary, of reading speed and fluency and finally in comprehension. This will assist in improving the overall percentage of children attaining expected level in reading. To further assist in improving the overall percentage of children attaining expected level in maths Timttablesrockstars.co.uk will be used to develop speed and fluency in basic skills in 2019-2020. 	£40,335

<p>To narrow the gaps in the performance of PP children in reading across the school</p>	<ul style="list-style-type: none"> Data tracking meetings analyse the performance of all groups of children half termly Half termly chronological reading tests to be undertaken, progress monitored and intervention planned School development plan to focus on the use of TAs to further enhance teaching of reading and target gaps through intervention. 	<p>T The percentage of children attaining the expected standard in reading and writing had increased from 2018/2019 results.</p> <p>Reading 84% writing 88% But decreased in maths from 74.2% to 69%</p> <p>84 % of children eligible for PP met the expected standard in reading</p> <p>84 % of children eligible for PP met the expected standard in writing. (With 36% of those children achieving GD standard.)</p> <p>85 % of children eligible for PP met the expected standard in maths</p> <p>50% of PP children achieved R/W/M combined score. (8% of which have combined W/R/M GD standard score.)</p>	<ul style="list-style-type: none"> Supported reading activities increased the children's confidence when approaching the test; this will be further developed in 2019-2020 through TA lead intervention sessions and guided reading sessions. In addition to this, Readingplus.co.uk will be used firstly in Y5 and then moving through to Y6 to ensure further development in vocabulary, of reading speed and fluency and finally in comprehension. This will assist in improving the overall percentage of children attaining expected level in reading. Teaching the skills of reading will be a focus across whole school in 2019-2020, but there will also be particular emphasis on targeted intervention for PP children to close gaps in learning at a basic skills level. 									
<p>To extend the more able to achieve more than expected levels in Reading, Maths and Writing.</p>	<p>Targeted differentiation and challenge, high quality marking</p> <p>Reasoning type tasks for deeper thinking and mastery tasks for applying skills in other areas.</p>	<p>Teacher intervention support was used effectively to support children in maths lessons to raise PP attainment.</p> <table border="1" data-bbox="763 818 1205 927"> <tr> <td colspan="2">Target-greater depth – KS2</td> </tr> <tr> <td>Reading</td> <td>38% (36% PP)</td> </tr> <tr> <td>Writing</td> <td>38% (36% PP)</td> </tr> <tr> <td>Maths</td> <td>34% (34% PP)</td> </tr> </table>	Target-greater depth – KS2		Reading	38% (36% PP)	Writing	38% (36% PP)	Maths	34% (34% PP)	<p>Continue with implemented strategies from last year but tailoring them to the needs of the PP children this year. Intervention sessions and teacher's planning will focus on developing children's skill where higher standard is achievable.</p>	<p>£177</p>
Target-greater depth – KS2												
Reading	38% (36% PP)											
Writing	38% (36% PP)											
Maths	34% (34% PP)											
<p>To ensure quality first teaching for all by increaseing the quality and focus of CPD</p>	<p>Staff training:</p> <ul style="list-style-type: none"> GPAS Spelling Moderation Intervention training 	<p>TA support was used effectively to support children in English and maths lessons.</p> <p>Whole school intervention training with DT for syllable division (reading and spelling).</p> <p>Whole staff in-depth writing training (GPAS, Spelling, writing structure.)</p> <p>Cross-school moderation hosted and regular in school moderation implemented.</p> <p>Results above in KS1 and 2 evidence impact.</p>	<p>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 be 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.</p>	<p>£1500</p>								

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	<p>Mental and written calculations showed progression throughout the school as per policy. Maths results in KS1 (83.3%) demonstrate positive impact of strategies undertaken.</p> <p>The percentage of children attaining the expected standard in reading and writing had increased from 2018/2019 results.</p> <p>Reading 84% writing 88%</p> <p>But decreased in maths from 74.2% to 69%</p> <p>84 % of children eligible for PP met the expected standard in reading</p> <p>84 % of children eligible for PP met the expected standard in writing. (With 36% of those children achieving GD standard.)</p> <p>85 % of children eligible for PP met the expected standard in maths</p> <p>50% of PP children achieved R/W/M combined score. (8% of which have combined W/R/M GD standard score.) One pupil was PP SEND.</p>	This strategy will continue next year.	£10,770
Children in Y5/6 who are not meeting standard to be taught bespoke curriculum by extra teacher (ZP)	3 days per week bespoke teaching to children who are just below expected and need extra gap intervention of basic skills and reasoning.	<p>Decreased in maths from 74.2% to 69%</p> <p>Of the 9 chrn who did not achieve in the KS2 results 78% (7) of those pupils had attended these sessions – however, they achieved scaled score of 95-99, therefore have strong progression from their Y6 entry results which were closer to 90.</p>	<p>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 KS2 results for 2020 being:</p> <p>Reading:89% Writing: 84% Maths: 72%</p>	£688.55

<p>Tailored support for staff to improve the percentage of PP children attaining the expected standard in reading/Ma</p> <p>To narrow the gap in attainment of PP/non PP children in R/wr/Ma</p>	<p>Targeted CPD SMT/school to school support to improve quality first teaching</p> <p>Targeted interventions as above</p>	<p>PP children achieving age-related expectations for each year group show:</p> <table border="1" data-bbox="667 244 1263 453"> <thead> <tr> <th>Year</th> <th>R%</th> <th>W%</th> <th>M%</th> </tr> </thead> <tbody> <tr> <td>N (1)</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>R (4)</td> <td>25</td> <td>25</td> <td>25</td> </tr> <tr> <td>1 (4)</td> <td>75</td> <td>75</td> <td>75</td> </tr> <tr> <td>2 (4)</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>3 (5)</td> <td>100</td> <td>20</td> <td>20</td> </tr> <tr> <td>4 (9)</td> <td>89</td> <td>56</td> <td>56</td> </tr> <tr> <td>5 (6)</td> <td>50</td> <td>50</td> <td>34</td> </tr> <tr> <td>6 (12)</td> <td>84</td> <td>84</td> <td>58</td> </tr> </tbody> </table> <p>Having a focus group with a good bench-mark indicator for progress and attainment throughout the year, enabling teachers to create personalised curriculum for each group efficiently.</p>	Year	R%	W%	M%	N (1)	100	100	100	R (4)	25	25	25	1 (4)	75	75	75	2 (4)	100	100	100	3 (5)	100	20	20	4 (9)	89	56	56	5 (6)	50	50	34	6 (12)	84	84	58	<p>These strategies will continue to develop in 2019-2020 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 KS2 results for 2020 being:</p> <p>Reading:89% Writing: 84% Maths: 72%</p>	
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<p>To further narrow the gap in attainment of PP children/non PP children to less than 33.3% in reading, writing, maths</p> <p>To improve the percentage of children attaining expected standard in reading, writing and maths</p>	<p>Quality first teaching</p> <p>Targeted interventions as above</p>	<p>Y6 data showed negligible difference for PP/non PP children using this model.</p> <p>Y2 data showed negligible difference for PP/non PP children using this model.</p> <p>100% Children meet for R/W/M and 50% children achieved GDS for R/W/M (75% GDS for reading.)</p>	<p>Continue with strategies in 2019-2020 – tailored to children's needs.</p>																																					
<p>iii. Other approaches</p>																																								
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>																																				

<p>To develop the whole child through broadening their real, life experience</p>	<p>Supporting after school clubs</p> <p>Supporting a Healthy eating agenda: Key Stage Two eating a daily healthy snack</p> <p>School trips and curriculum "Hooks" to broaden experiences and engage</p> <p>Change for life experiences boot camp, allotment,</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 mechanics of writing. By focusing on writing structure and basic skills.</p>	<p>Staff training in planning for writing and subject knowledge of teaching the skill of writing and</p>	<p>Training was delivered in-school by DT and English lead. English results across school have risen as a result.</p> <p>Lesson studv carried out for further CPD in writina.</p>	<p>This strategy will continue in 2019-2020 to further develop children's knowledge and understanding, as well as their confidence in English.</p>	<p>£4,300</p>
<p>To enable children to develop their thinking skills with problem solving and reasoning.</p>	<p>Staff training for teaching the skill of mastery: problem solving and reasoning.</p>	<p>Training was delivered in-school by Maths lead. Maths results across school have risen as a result.</p>	<p>This strategy will continue in 2019-2020 to further develop children's knowledge and understanding, as well as their confidence in Maths.</p>	
			<p>Total cost</p>	<p>£72207.85</p>