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| **2. Review of Expenditure July 2019** | |
| **Previous Academic Year** | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? | **Cost** |
| Ensure whole school ethos of attainment for all.  For positive growth mind set to be embedded across the school. That the staff believes in ALL children. There are ‘no excuses’ made for underperformance. Staff to adopt a ‘solution focused’ approach to overcoming barriers. | Growth mind set training provided by the LA (MM) for all staff.  For HT and phase leaders to hold regular Pupil Progress meetings, highlighting progress and development of resilience and confidence. | Discussions with children indicate a ‘can do’ approach to learning.  Introduction of OPAL play has promoted health and well- being among the children. It has encouraged them to take calculated and well thought out risks when playing at break and lunchtime. This has contributed to our ‘never give up’ attitude whereby children have challenged themselves to be involved in new experiences.  Regular Pupil progress meetings have also contributed to the above. | £4,000 |
| Ensure there is high quality teaching for all. | CPD opportunities for teaching staff.  Targeted support for specific year groups.  Monitor staff using effective strategies for Quality First Teaching, including Assessment for Learning. | All teachers attend training relevant to their year groups or subject.  Phase leads have focused on making sure that new and existing teachers focus on overcoming children’s barriers to learning. Timetabling TA time across paired year groups to free teacher to target specific groups has meant that expected standard or greater depth has been reached. Children with significant needs who are PP have been referred to outside agencies and their needs have been addressed as well as possible in a mainstream setting.  Phase leads have made new staff aware of ‘live marking’ to ensure that children understand their learning intention. If they don’t, editing takes place with teacher and the pupil indicates changes made in green pen.  JM – Teacher additional support in Y2 and Y6 to ensure at end of key stages PP children are at the expected standard or above. | £24,200  £28,015 |

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| Focused interventions to close the gap in attainment between PP and non-PP pupils for reading, writing and maths. | ▫Reading plus – develops fluency and stamina. Builds vocabulary and comprehension skills. Also, addresses children’s interests to increase confidence and motivation.  ▫ Lexia trial  ▫Talk boost intervention – EYFS and Y1  ▫Reading buddies (Peer readers)  ▫CPD opportunities for teaching staff re: mastery maths  ▫Maths ‘breaking barriers’ intervention. | Lexia trial – All children are showing considerable progress with their reading skills. Trial finishes June ’19. Lexia update – 6 children were involved in the project. In Sep ‘18 100% of the children were working at below year-level material. In July ’19 83% were working on year expected skills and 17% of them had mastered the skills above expectations. This shows clear progress in reading skills.  Reading Plus. From Sep18 – July19 4 PP children used the programme to improve reading skills. All children improved their reading speed in words per minute from the initial baseline. 1 child moved from a Y7 reading level to above a Y13 reading level. 1 child moved from a Y2 to Y5 reading level (moved to our school in Y5) 1 SEN child moved from below Y2 to Y2 level. 1 SEN child moved from below Y2 to Y4. This shows clear progress in reading skills.  Talk boost. All Reception and Y1 children passed the talk boost assessment | £33,229  £270 |
| Meet individual learning needs of PP children by identifying each child’s challenges. | ▫Pre – learning and post-learning  ▫Responsive teaching  ▫AfL strategies  ▫More able PP children challenged to reach higher standard & embed depth of knowledge. | At end of KS2  78% of children (7/9) made the expected standard in Reading  78% of children (7/9) made the expected standard in Writing  89% of children (8/9) made the expected standard in Maths | £1,000 |
| Attendance of PP pupils more in line with all pupils in school. | ▫Support from outside agencies – TAF and LA.  ▫Attendance incentive scheme – extra rewards/prizes awarded in assembly on a half termly basis.  ▫Phase leaders to check attendance of year groups and raise attendance issues with teachers and parents. | Attendance rates showed persistent absence amongst PP children is falling and in line with all pupils in school. |  |
| Create equality of opportunity for PP pupils and improve access to learning.  Meet individual learning needs by identifying and addressing each child’s interests. | ▫Provide a range of cultural experiences for the children, such as theatre, museums, galleries, restaurants, Y6 residential. (Subsidise for PP children)  ▫Relax kid’s sessions for children across the school. To support Mental health - to reduce anxiety and develop a more positive image of themselves.  ▫Lunchtime nurture group. Focus on good manners, listening and responding appropriately and turn taking.  Chess club – to develop logical thinking. Forest school – to develop confidence, self- belief, learning capacity, communication skills and emotional well – being. | Children were engaged and motivated to learn. Performance of PP children continues to improve. Homework projects linked to topic work has inspired some PP children to take part. Residential has provided the children with memorable life experiences which has resulted in them being ‘ready’ for life beyond the school. Music (drumming and ukulele) provision has provided children with a broad and balanced curriculum  Relax kids’ sessions proved to be very beneficial to the children involved.    Feedback from our PP children who have accessed our Lunchtime Nurture group feel they are given strategies to support them in social and learning situations.  Morning breakfast phonics group has proved beneficial. Targeting healthy eating, basic skills and attendance.  Resources were used to enrich the children’s learning. | £1,230  £1,450 |

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| **Total cost** | **£93,394** |
| **Income** | **£92,580** |
| **Overspend** | **£814** |