

6. Review of expenditure				
Previous Academic Year		2018 - 2019	TOTAL £145,459	
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
Improved Teacher CPD focusing on vocabulary, Reading Comprehension and writing. Improved outcomes in reading and writing in all year groups.	Teacher CPD focused on Reading Comprehension and vocabulary.	<p>Reading has continued to develop over the last year. The Reading lessons are well developed and learning walks by the English leader has shown that it is much more consistent across the school. Recent results in KS2 do not show the impact we hoped for however more time might be required for this to fully embed.</p> <p>PIRA scores have been a bit misleading providing stronger results than at the end of KS results.</p>	Next year 19/20 we have a new Reading Leader who is going to work alongside the NPAT English advisors to ensure we develop practice to make the most impact.	In House
To ensure that children eligible for PP secure secondary ready expectations by the end of KS2.	Additional teaching resource in Year 5/6 allows for a greater focus on proven intervention and catch-up strategies. Specific 1:1 teaching and instruction for individual children.	TG AHT was used as an additional Year 6 teacher in the Spring and Summer term. This enabled the teachers to teach at different rates in preparation for the closing the gap for the end of key stage tests.	<p>This didn't have a clear impact this year as results still showed a gap.</p> <p>Next year due to budget constraints we will not be continuing with this model.</p>	Teaching Salaries

<p>Improved progress for middle ability PP pupils.</p>	<p>Improved verbal feedback High expectations. 'High Challenge / High Support'. No more marking – lesson reflection and planning next steps.</p>	<p>Learning walks have shown that teachers are providing more effective verbal feedback to pupils in lesson time to develop the progression of learning. Teachers have received and are implementing the Rosenshine's principles of instruction in lessons to ensure that children are able to make progress. Teachers took part in a lesson study approach to develop this further.</p>	<p>During the July 2019 SLT worked on developing the Feedback policy which is going to be shared with all staff on the TTD in September 2019.</p>	<p>Teaching salaries</p>
<p>High expectations for all PP children. Behaviour for learning across the school.</p>	<p>Catch up High expectations P4C EEF project Librarian Metacognition and self-regulation. Effective use of TA staff.</p>	<p>Behaviour for learning has been a massive focus for the school this academic year. A new behaviour policy is in place and all staff are working towards working in partnership to improve behaviour. Where persistent unacceptable high levels of poor behaviours have occurred phase leaders have worked with parents to support improvements. Where this has been unsuccessful these have been dealt with by the HT and Governors.</p> <p>P4C project training and monitoring completed. Next year the final year of the project.</p> <p>The Librarian has been seen to make a positive impact on encouraging pupils to read a wide range of books for both enjoyment and in relation to studies. Reading interventions for PP children who worked with the Librarian showed 100% made good progress.</p> <p>Metacognition and Self-regulation work. DHT has undertaken research, visited leading schools and has started to share this information with staff. Due to other school priorities this is something that will need to be continued next academic year.</p> <p>EEF guidance of the effective use of TAs has been shared with both teaching and support staff. Staff have used these guidelines and the 7 recommendations to improve the impact of the use of support staff. VP and SY carried out a learning walk and shared a report of findings with SLT with next steps.</p>	<p>Ongoing review of the behaviour policy and ensure that it is effectively implemented.</p> <p>P4C to continue to be taught across the school within other curriculum areas next academic year. Final year of the project.</p> <p>Librarian to continue to work across the school 3 days a week and have focus groups of pupils in receipt of PP to help close the gap. EA (New Reading Leader) to monitor the progress of this.</p> <p>VP to lead staff meetings and support the metacognition work being developed across the school.</p> <p>VP and SY to complete a follow up learning walk in the September 2019 to ensure that areas for development have been addressed.</p>	<p>Teaching Salaried and support staff</p> <p>Support Staff</p> <p>Teaching staff</p> <p>Support Staff</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
Improved attendance for PP children.	Fortnightly check on attendance rates and incentives for improved attendance as well as regular termly rewards already in place. Catch up with parents from family support worker and higher profile on attendance for children.	Attendance has been a focus for this academic year. The NPAT policy has been followed rigidly and letters, meetings, parental contracts given and followed up with the support of external agencies. Despite families following this process and receiving fines there are still some persistent families with poor attendance rates which we continue to work with. Monitoring has shown some positive results for improving the attendance of all children and some PP families. However, the data is still a concern and this is largely impacted but the number of pupils in receipt of PP who have been on part time timetables due to needs and extreme behaviours.	VP will work alongside the FSW workers next year to continue this drive to improve attendance across the school.	Teaching and Support staff
Improved parental engagement	Parental learning opportunities to work alongside children on learning and information about learning and targets	The FSW has worked closely with some families this year but due to the growing needs next year will have two FSW.	2 X FSW will support the work enhancing parental engagement and run parenting clubs to encourage the parents to take part in school life. E.g. family art and craft clubs.	Support staff
Support for children with multiple barriers.	Nurture in KS1 and KS 2 to support behaviours for learning and measured through Boxall profiles and case studies Counselling and play therapy for children needing more specialist support. Family support worker to support families and children with multiple needs.	Monitoring of nurture class across the year have shown success with children measured using Boxall data and the children effectively going back into school and accessing their learning. Unfortunately, due to staffing counselling and play therapy has been sporadic this year. FSW has worked closely with families providing support for both the children and the parents.	Nurture provision to continue where require next academic year. Counselling and play therapy will be accessed by an external provider if required next year. Due to the growing need the school will have two FSWs next academic year.	Support Staff Professional service / education services / Jogo etc.

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
Increase attendance rates.	Breakfast club for 30 identified PP children or poor attendance. Breakfast for all National initiative to start March 2019.	Breakfast club monitoring has shown an improvement for attendance for selected pupils and providing a positive start for the day to settle the children into learning. During the Summer term VP reviewed the provision to ensure that we were continuing to gain maximum impact for PP children. The school was successful in gaining the funding for whole school breakfast but due to the timing and the school being in a redundancy position the school was sadly unable to take part in this initiative.	Breakfast club to continue for 30 children each day. VP to review the provision in Autumn term to ensure areas for development are fully addressed.	Consumables Support staff
Increase progress and attainment.	Enrichment activities Learning packs to support learning Subsidised trips and access to clubs	A group of selected pp children were provided with a lunchtime hockey club to provide them with the opportunity to undertake a team sport. This has encouraged some to continue with more sporting games. Next year this could be built upon to have more impact. Learning packs, trips and uniforms were all subsidised for pupils in receipt of PP.	Next academic year Uniforms, trips, clubs and breakfast clubs will all continue to be subsidised for children in receipt of PP.	Trips Uniforms Books Meals

7. Additional detail

Period 12 (31st August Budget report) Taken from

£70,948 Teaching (TG, SY, SS,)

£27,590 TAs / Support staff

£14,500 PP Meals

£1,744 School uniform

£1,997 Trip contributions / Ed visits

£3,978 PP Consumables Breakfast club food

£190 Books

£7,000 Education Services (Jogo)

Once 2018 / 2019 accounts finalised at Period 13 final figures can up updated