

1. Review of expenditure				
Academic Year		2017-18		
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 £23,156
To improve access for all to quality first teaching and provide targeted and precise intervention, enabling pupils to make accelerated progress.	Key staff- subject leaders, SENCo - are released to ensure that there is quality first teaching and consistent implementation of practice and expectations within each phase.	<p>In Year R interventions were planned by subject leaders to support disadvantaged pupils to improve reading, writing and phonics and general confidence. All targeted children made at least expected progress from their starting points.</p> <p>The leadership teams including phase leaders identified PP children during pupil progress meetings,planned and completed interventions during their release time.</p> <p>Senior leaders mentored teachers to develop and maintain quality first teaching. Staff were supported through learning walks, regular developmental conversations, coaching sessions, data scrutiny, pupil perceptions and team teaching. The subject leaders were involved in scrutinising books and data to support the staff in providing targeted intervention and precise planning in order to maintain quality first teaching.</p> <p>At KS2 the combined score for pupils achieving AE and EE in reading, writing and maths was 55% for all pupils, but 38% for disadvantaged pupils.</p> <p>In maths 72% of non disadvantages pupils achieved AE and EE, compared to 50% for disadvantaged pupils.</p>	<p>This was very successful and will be continued next year.</p> <p>Next year we will continue to encourage staff to work with subject and senior leaders through pupil progress meetings to address issues before they become a significant concern.</p> <p>We will also share more good practice with staff in school</p>	

		<p>In SPAG disadvantaged pupils performed less well than their non-disadvantaged peers with 38% and 92% at AE and EE respectively.</p> <p>In writing 50% of disadvantaged pupils achieved AE and EE with 96% of non-disadvantaged pupils this level.</p> <p>In reading 38% of disadvantaged pupils achieved AE and EE with 68% of non-disadvantaged pupils this level.</p> <p>In KS1 phonics 50% of disadvantaged pupils passed the screening check, compared to 69% of non - disadvantaged pupils.</p> <p>In EYFS the percentage of disadvantaged children achieving their GLD was 42% - compared to 72% for non-disadvantaged children.</p>	<p>through in house CPD</p> <p>Meeting agendas will be more closely linked to the issues arising from SLT meetings to ensure good practice is being upheld across the school.</p>	
<p>To increase pupils' participation in high quality PE.</p> <p>To increase pupils' participation and experience of sporting activities within and beyond the school day.</p> <p>To provide wider opportunities for all children.</p>	<p>Provision of specialist PE teacher to teach PE throughout the school to develop each pupil as a whole learner, giving them key skills to transfer to other subjects.</p>	<p>All children have weekly PE lessons with our specialist PE teacher. Class teachers also benefit from the advice and expertise that JK gives when planning high quality PE lessons for the 2nd session of the week. Throughout the school year sporting coaches come in to school and sporting events take place.</p> <p>Regular afterschool clubs were organised throughout the year with various activities including bushcraft, karate, cookery/healthy eating.</p> <p>The children represented the school at 10 different tournaments, matches and competitions over the course of the year.</p> <p>This year, school teams represented the school successfully and in a sporting manner across a range of disciplines.</p>	<p>This is an area that will continue to be funded.</p> <p>Next year we will collate data more rigorously to ensure that the participation of disadvantaged pupils is tracked sufficiently.</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 £31,238
<p>To provide earlier and personalised intervention for pupils identified as underachieving.</p> <p>To develop basic literacy and numeracy skills.</p> <p>To increase the small group support we provide to develop confidence.</p> <p>To develop and extend skills specifically in phonics, English and maths.</p>	<p>Non-teaching staff for interventions across the school</p>	<p>TAs across the school delivered a range of intervention programmes for which they received specific training, or completed them under the guidance of / in consultation with the CT and Senior leaders.</p> <p>Yr 1 phonics screening shows that 66% of all pupils achieved the expected standard, 50% for disadvantaged pupils.</p> <p>In EY, the overall percentage of pupils achieving GLD was 68%, with 42% of disadvantaged pupils achieving GLD.</p> <p>SATs results reflect the impact of sessions given by TAs across the school to develop confidence and provide immediate, personalised interventions to pupils where needed. See data referred to previously in the report.</p>	<p>This has proven to be a useful approach to target children and address learning gaps. Next year we will need to continue to select our interventions, staff and pupils carefully and monitor progress closely, adapting and changing as needs develop / arise.</p>	

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 £23,414
To ensure our disadvantaged families have good access to high quality pastoral support, enabling pupils' readiness to learn is at its optimum.	Staffing costs of pupil support worker.	<p>Pastoral support worker engaged with 50 children and families of these 29 were pupil premium on a regular basis</p> <p>The pastoral support worker has worked with 29 disadvantaged pupils this year, giving structured support to parents and children and following CP, TAC and EWO support.</p> <p>Many families seek support for a variety of reasons – this support is often a mix of support and advice for the adult / parent and support for the child. The range includes, toileting support, emotional support, parental support, social care involvement etc, mental health support, behaviour support, supporting families with referrals to other agencies such as paediatricians, family liaison workers etc, support helping parents understand their child's needs / issues.</p> <p>Attendance of disadvantaged pupils is monitored carefully. This will continue to be a major area of focus for next year, the school has a first day calling policy.</p> <p>The EWO has supported families with persistently poor attendance.</p>	<p>This is a crucial part of our school. Staff, pupils and families recognise the importance and positive impact of the pastoral support worker have.</p> <p>Next year we need to focus one member of the team to address attendance and punctuality figures / trends weekly and to follow up daily absence immediately - giving a zero tolerance to persistent lateness / absence.</p>	

<p>To enable all pupils to access rich first-hand learning opportunities both within and outside school. To develop and increase accessibility to wider opportunities and further curriculum enrichment opportunities.</p>	<p>Educational visit subsidies</p>	<p>All of our pupils, without exception, experience educational visits and visitors throughout the academic year. These bring rich, varied, practical, relevant and challenging experiences to enhance, develop and enrich the curriculum for each child. Exit interviews with Year 6 show that visitors coming into the school and educational visits off site played an important part in the children's learning and were a highlight of their time at our school..</p>	<p>Our parental contributions for school visits are low. This is an area that our PPG will continue to fund.</p> <p>Next year we will break down costs more explicitly on letters and make parents aware of the costs involved..</p>	
--	------------------------------------	--	--	--