

Review of 2017-18 Expenditure (£19 460)

1. Desired outcomes 2017-18	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A: Maths progress accelerates	Maths progress for PP children is expected or better than expected year on year
B: Writing measures show diminishing the difference year on year	Writing progress for PP children is expected or better than expected year on year
C: Reading measures show diminishing the difference year on year	Reading progress for PP children is expected or better than expected year on year
D: Maths measures show diminishing the difference year on year	Maths progress for PP children is expected or better than expected year on year
E: PP children are given additional opportunities and experiences that link to the school curriculum	Individual children make accelerated progress
F: Behaviour for learning improves	Engagement and B4L is outstanding in all lessons. Those identified as having Social emotional and mental health needs are given tailored provision with demonstrable progress (Thrive, Cluster counsellor)

2. Review of expenditure																																		
Previous 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																														
ABC and D	To provide a performance management system and training opportunities for TAs to ensure maximum impact for pupil progress	<p>Attainment results improved in RWM in KS2</p> <p>Reading, Writing and Maths ARE improved on previous years</p> <table border="1"> <thead> <tr> <th>KS2</th> <th>2018 NPP (10)</th> <th>2018 PP (2)</th> <th>2017 NPP (10)</th> <th>2017 PP (4)</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>100%</td> <td>100%</td> <td>90%</td> <td>75%</td> </tr> <tr> <td>W</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>75%</td> </tr> <tr> <td>M</td> <td>100%</td> <td>50%</td> <td>70%</td> <td>75%</td> </tr> <tr> <td>SPAG</td> <td>80%</td> <td>50%</td> <td>70%</td> <td>50%</td> </tr> <tr> <td>RWM</td> <td>100%</td> <td>50%</td> <td>70%</td> <td>75%</td> </tr> </tbody> </table>	KS2	2018 NPP (10)	2018 PP (2)	2017 NPP (10)	2017 PP (4)	R	100%	100%	90%	75%	W	100%	100%	100%	75%	M	100%	50%	70%	75%	SPAG	80%	50%	70%	50%	RWM	100%	50%	70%	75%	<p>On-going CPD for support staff is key to ensuring new initiatives brought into school are kept appropriate and high profile.</p> <p>Maths progress and SPAG will continue to be our driving focus and we will build upon what we have been learning, with the continued involvement of a Maths Consultant, participation in the SSIF Maths and Girls Project and starting a 2 year Visible Learning Project.</p>	£540
KS2	2018 NPP (10)	2018 PP (2)	2017 NPP (10)	2017 PP (4)																														
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A and D	Reviewing and revising new schemes of work in maths to ensure consistent approaches to math mastery teaching	The process of reviewing and implementing a new scheme of work proved successful (as per results above) A maths audit which took place in March 2018 showed a marked improvement from March 2017's audit. Monitoring shows teachers are using the maths mastery approach and are adhering to the scheme of work devised.	<p>Involvement in the SSIF project, work alongside the Maths Consultant supporting staff and children where necessary has proven successful.</p> <p>Please see above row for 2018 Maths results.</p>	£350																														
B and C	Introduction of Talk for Writing	Attainment results in Writing in 2018 were 100%	Continued use of the T4W approach will provide the children with the structure they need to scaffold their writing.	£180																														

B	Change in timetable to facilitate discreet SPAG teaching in KS2	Results improved slightly from 64% to 67% not significant enough. However, the dedicated time ensured SPAG curriculum followed. School purchased RWInc spelling programme following trials of no nonsense spelling and advice from LA adviser. This was used successfully in LKS2.	Moving forward RWInc Spelling will be used consistently across KS2, we will keep the change in timetable to ensure there is dedicated time for SPAG teaching. QLA analysis shows more work is needed on 'Grammatical terms and word classes'	£500
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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
F	Develop and extend Thrive Practitioner role	<p>Introduction of Boxall profiles has enabled thrive practitioner to baseline children before she works with them and has given her valuable information on what the child needs to work on. Children currently on Thrive are yet to have exit Boxalls as they are still accessing the support. For children who have had short term intervention, exit Boxalls have been completed alongside the Thrive assessments.</p> <p>Thrive practitioner role 10 hours a week – to support and develop children's (PP and Non PP) emotional well being and mental health. Building resilience, B4L and coping strategies.</p>	Thrive will continue in school, practitioner accessed training this year and is arranging whole school training for staff, which has been paid for in previous years. Formal recording of Boxall data is needed for Thrive children to show impact.	<p>£185 Thrive training £150 Boxall subscription £450 annual subscription</p> <p>£4000 contribution to salary</p>

<p>ABC and D</p>	<p>Use research based proven interventions to target individual pupils for extra support in specific subjects</p> <p>Successful interventions used 2016-17 included : Phonics Club, Maths MAST teacher delivering bespoke interventions</p> <p>Interventions planned for 2017-18 include : Phonics Club , Maths Madness Club , pre-teaching and after school Maths Club.</p>	<p>Maths ARE improved from 72% in 17-18 to 92% in 2018. Progress is now positive in Maths Phonics decreased from last year although there were contextual reasons as to why the three children didn't achieve.</p> <p>Phonics</p> <table border="1" data-bbox="698 327 1234 491"> <thead> <tr> <th></th> <th>2018 NPP (14)</th> <th>2018 PP (4)</th> <th>2017 NPP</th> <th>2017 PP (3)</th> </tr> </thead> <tbody> <tr> <td>Phonics</td> <td>93%</td> <td>50%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p>Introduction and training for PIVATs assessments for SEN. Teachers know how to track small step improvements for children with SEN and can plan appropriate next steps/intervention.</p>		2018 NPP (14)	2018 PP (4)	2017 NPP	2017 PP (3)	Phonics	93%	50%	100%	100%	<p>The school has seen the real benefits of this bespoke approach to both phonics and maths afterschool clubs. Inviting specific pupils to attend the Club has been the most beneficial approach and will continue next year.</p> <p>Using a Maths consultant to deliver high quality bespoke maths interventions alongside the teacher (providing PD) has also been very beneficial to the children and one we will repeat next year.</p> <p>Changes to the timetable to enable teachers to apply on the day intervention or challenge following their maths lesson has also been very beneficial and will be repeated next year.</p> <p>PIVATs proved to be a useful tool for teachers to assess children with SEN. This will continue in following years but with no financial cost implications as we have bought the materials. Further training may be needed if there is a high turnover of staff in coming years.</p>	<p>£400 contribution to two salaries after school club £4105 contribution to TA salaries for maths mastery teaching approx. 10hrs/week</p> <p>£6000 Consultant fees £1050 supply costs</p> <p>£800</p>
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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
E	Build experiences to ensure our PP children have equal access to extra-curricular activities to raise aspirations for the future	All pupils participated in the age-related activities and children enjoyed the activities	To be aware that the school will fund some of the costs and that this will be negotiated on an individual basis.	£750