

Review of expenditure for 2019/20

i. Quality of teaching for all

Action	Intended outcome	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
Change to the daily timetable to ensure that there are daily opportunities for pre/post teaching sessions to close identified gaps	For identified gaps in learning to be addressed	<p>Interventions took place between 3-5 times each week during the Autumn term while the leadership team delivered assemblies. The majority of these sessions were pre/post teach, led by the class teacher.</p> <p>Notable improvements in outcomes for the Autumn term.</p>	Continue this strategy once Covid-19 restrictions allow.	£5,000
All staff to implement weekly P4C lessons, using their Level 2 SAPRE qualification	Children are regularly provided with opportunities to use higher order thinking and reasoning skills and to articulate their ideas in all curriculum areas.	<p>P4C sessions take into account disadvantaged pupils, ensuring gentle prompts lead to increased contributions.</p> <p>Teachers report engagement from majority of disadvantaged pupils.</p>	Difficult to measure impact on academic outcomes. Continue to embed as a whole school approach but discontinue funding from PP.	£2,000
To facilitate high quality CPD in reading and writing	<p>To ensure PP pupils make or exceed expected progress in reading and writing.</p> <p>That challenging texts are being used across school, and are selected for their ability to engage and inspire learners.</p>	<p>Attainment outcomes across the school showed signs of improvement when compared with previous Autumn term data.</p> <p>The Autumn term showed increased engagement and enjoyment of reading when disadvantaged pupils and teachers were asked about reading attitudes. Children were reading more at home, shown through our Accelerated Reader Program.</p>	Increased monitoring and implementation of a bespoke school reading programme.	£10,000

To continue the increase in leadership capacity in order to monitor the impact of provision on outcomes and ensure an inclusive ethos that promotes high aspiration for all children	Strategies and interventions are implemented effectively to supplement quality first teaching and impact positively upon the quality of teaching and learning (including outcomes)	Attainment outcomes across the school showed signs of improvement when compared with previous Autumn term data.	Continue to monitor and increase opportunities for disadvantaged pupils to work with their class teacher. Leadership time used to increase the number of targeted interventions above and beyond quality first teaching through deployment of staff and more frequent monitoring of the cohort.	£40,000
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ii. Targeted support

Action	Intended outcome	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 ensure disadvantaged pupils receive additional curriculum support above and beyond quality first teaching	Disadvantaged pupils make accelerated progress in the area they are being targeted in.	Attainment outcomes across the school showed signs of improvement based upon previous Autumn term data.	Continue approach. Review once Covid-19 allows. Improve monitoring of the sessions.	10,000
To hold structured conversation with targeted families.	Positive relationships are forged between home and school. School are able to offer any further support needed. School are able to offer any further support needed.	Increased communication with families led to improved knowledge of individual circumstances. Unable to hold subsequent meetings due to Covid-19.	Continue approach but consider moving to virtual meeting if possible.	£5,000

Breakfast club will be offered to all disadvantaged families	<p>Improved attendance and punctuality</p> <p>Improved communication between disadvantaged families and school</p> <p>For pupils to have their basic needs met to ensure they are ready physically, mentally and emotionally to learn</p>	<p>The attendance gap closed and disadvantaged pupils are in line with the rest of the school.</p> <p>Positive feedback from pupils, parents and classroom teachers. Children much more settled to start their school day when the bell goes.</p>	Continue to support disadvantaged pupils through breakfast club but improve provision in this area so pupils can be targeted for reading and other interventions.	£10,000
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iii. Other approaches

Action	Intended outcome	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 offer disadvantaged pupils who require it, additional social and emotional support.	<p>Disadvantaged pupils are able to work well in social situations and are supported emotionally.</p> <p>In school, children feel valued, calm and have strong friendships.</p>	All children who were struggling with social situations accessed additional provision and teachers have noticed improvements to their general wellbeing. Attendance figures improved in the Autumn term.	Continue to increase contact with families following absences so any children with less than 90% attendance show immediate and sustainable improvements.	£5,000

<p>To offer disadvantaged pupils access to a range of extra-curricular sporting clubs.</p>	<p>Pupils have access to a range of sporting activities, helping them to stay fit and healthy and feeling valued alongside their peers.</p>	<p>Increased provision for pupils to access extracurricular clubs.</p> <p>All pupils who show an interest in a specific club, have attended them, which has been funded using the pupil premium.</p> <p>Positive feedback from pupils and their families.</p>	<p>Continue and aim to increase the number of pupils accessing this additional provision once Covid-19 allows.</p>	<p>£5,000</p>
<p>To offer disadvantaged pupils increased access to outdoor learning.</p>	<p>Specific pupils have the option to attend weekly bespoke Forest School's sessions with a trained Forest School's practitioner.</p>	<p>Pupil and parent feedback very positive. Attendance figures maintained in the Autumn term.</p>	<p>Continue to audit pupil need.</p>	<p>£3,000</p>
<p>To increase the number of pupils who participate social and cultural experiences in order to improve understanding of the world.</p>	<p>Pupils will access a range of social/cultural visits and activities, including residential trips and trips about the wider workforce beyond schools.</p>	<p>Feedback on trips in the Autumn term incredibly positive.</p>	<p>Continue when Covid-19 allows. Consider increasing workplace visits.</p>	<p>£1,000</p>