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| **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2018-2019** | | |
| 1. **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 |
| A.Launchpad for Literacy  Small group work to develop speech and language, social interaction and confidence.  Adults to constantly model conversation / speech | *To* improve speech and language skills for disadvantage children in the Nursery class. | Launch pad to Literacy has had a positive impact for all children.  Reception GLD:83%  The 1 PP child is a summer birthday so s secure 30-50 (end of Nursery), targeted to be secure 40-60 months across all areas buy end of reception. Next year- improve confidence in adult led activities/ build relationships with new staff. Coping with the demand of reception  Sm all group work has enables all children to develop speech and language skills | We will continue with these approaches as some of the current Reception have some gaps in their phonological awareness. They are being closely tracked on Launchpad and with RWI | Cost of Speech and Language leader –  £3924 |
| To improve the standard of writing in school by using the T4W approach | For disadvantaged children to achieve expected or better standard in KS1 to reach the expected level in writing, in line with our non-disadvantaged children.  Quality texts and hooks | Talk for Writing has been embedded across the school and children are writing with more stamina and using higher level vocabulary.  The approach enabled the children to imitate orally the language they needed for each topic, before reading and analysing it, and then writing their own version. Children moved from dependence towards independence with the teacher using shared and guided teaching. | We will continue to embed the Talk for Writing approach so it supports all children. Planning cycles have been refined to accelerate progress and provide more opportunities for extended writing. Our English Lead will monitor the changes closely to ensure progress for all. | Cost of books  £1765 |
| B. Read, Write Inc - training / resources to allow staff to implement whole program from Rec and into Year 2. There are also some Year 3 children who access the daily phonics for a boost.  VB trained to become a reading leader for the program to support and  coach other members of staff  Accelerated reading implemented from Year 2 up to Year 6.  Transfer books from the old school library into the system and purchase new reading materials  Attend 3 sessions on “phone line” training with Accelerated Reader and 2 sessions of face to face training within the trust.  VB to disseminate all “face to  face training” to staff at school  Implement WISE reading for Year 2 / KS2 after training on 4th February 2019  Local Library visits | To ensure that more disadvantaged children reach the National expectation in phonics and reading at KS1 | Year 1 PP  100% of PP children passed the phonics screening  Year 2 PP  100% children reached the expected level in reading  RWI is fully embedded from Nursery to Year 2  AR is being used from Y2-Y6 with varying degrees of success-target area for 2019-2020 | AR- we need to give existing and new staff further training in the use of AR to use the data from star tests and quizzes to inform targets.  AR staff champ appointed / further training (Oct 2019)  Across school we need to improve fluency- a focus in RWI lessons / with intervention groups  Ensure children’s reading books are matched to their phonic ability- further resources to be purchased  Use the village library on a regular basis | RWI resources  £4996  Accelerated reader  £867  TA support for phonics delivery £6764 |
| Embed the Maths Mastery Curriculum from Reception to Year 6.  Provide CPD to enable teachers to implement the mastery approach.  Ensure all TAs their role in supporting the teaching of mastery.  Support from the Trust’s Director of Maths  Daily Maths planning will include 5 stages in-line with Wise Maths to encourage peer support, collaborative learning, discussion and problem solving  Target ‘more-able’ pupils in maths through deepening their understanding using the mastery approach.  Audit all maths resources and purchase manipulatives  to support CPA stages  Targeted feedback time for PP children during lessons / immediately after | For more PP children to reach the expected level and greater depth in maths at the end of KS2. 2019 target 100% at expected standard and 67% at greater depth standard.  To embed the mastery approach to Maths teaching. | KS2 results for all- 100% at expected 79% at GD  Our KS2 PP- 100% GD 66% | The Mastery has been embedded across school.  New marking code introduced Oct 2018  Manipulatives purchased- still need more so that each class has their own set.  ICT- all needs updating urgently | TA support for feedback £3383 |
| 1. 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 |
| Launchpad for Literacy  Small group work to develop speech and language, social interaction and confidence.  Adults to constantly model conversation / speech | Pupils eligible for PP in Nursery class make rapid progress in speech and language by the end of the year so that all pupils eligible for PP meet age related expectations in all areas.  (emerging 40-60 months). | The 1 PP child is a summer birthday so secure 30-50 (end of Nursery), targeted to be secure 40-60 months across all areas buy end of reception. Next year- improve confidence in adult led activities/ build relationships with new staff. Coping with the demand of reception. | We will continue with these approaches |  |
| Targeted feedback time for PP children during lessons / immediately after to receive verbal feedback on pieces of writing.  Carefully planned groups that allow discussions and in depth questioning around learning. | For 76% of disadvantaged children to make expected or better progress in KS1 line with non-disadvantaged pupils and the national standard. | We achieved 66%- 1 child just missed the expected level but made good progress and should make expected by the end of year 3 | Continue with the actions | TA support for feedback £3383 |
| Pupils receive daily small group or 1:1 phonics intervention with a TA –they are identified when I complete the 6 week assessment cycle. | To ensure that more PP children reach the National expectation in phonics and reading. Phonics target for 2019 is 85%- 95%. | We achieved 100% in phonics screening  KS1 reading- 100% of PP achieved expected, 33% of PP achieved greater depth | We will continue with this approach |  |
| Embed the Maths Mastery Curriculum from Reception to Year 6.  Provide CPD to enable teachers to implement the mastery approach. Ensure all TAs their role in supporting the teaching of mastery,  Support from the Trust’s  Director of Maths  Daily Maths planning will include 5 stages in-line with Wise Maths to encourage peer support, collaborative learning, discussion and problem solving  Target ‘more-able’ pupils in maths through deepening their understanding using the mastery approach.  Audit all maths resources and purchase manipulatives  to support CPA stages  Targeted feedback time for PP children during lessons / immediately after  Ensure Times Table Rocks is embedded and used to it’s full potential from Year 2-6 | To improve outcomes for disadvantaged children so that more meet expected level and greater in maths at the end of KS2. | 100% of PP achieved the expected level  33% of PP children achieved greater depth | We will continue with all the approaches.  CPD in place for new to Wise staff to ensure the Mastery approach is embedded.  Same day intervention from HLTA for Year 6- to support and extend learning for individuals / groups  ICT is being dramatically improved to support lessons / TT rocks |  |
| 1. 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 |
| Attendance will be monitored every 2 weeks and reported on the newsletter.  Take a harder line on holiday requests.  Attendance (including persistent absentees) will be reported to parents during  VB to send a letter out to persistent absentees and parents will be invited in if their child’s attendance falls below 90%  VB to send a letter to all parents about persistent absentees.  End of term certificates for full attendance | Reduce the number of persistent absentees among disadvantaged children from 17% to 0%. Improve the attendance of disadvantaged children from 95% to over 96% in line with all pupils. | 2018-2019  Persistent absentees for PP children= 7 % (was 17%)  Attendance for PP= 97% (target was over 96%) | Positive impact seen, however, persistent absentees will be closely monitored as numbers slightly rise during the first half term. |  |