



1. Review of expenditure from 2017-18 – reviewed in Autumn Term 2018				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
ii. Targeted support				
Desired outcome	Chosen action/approach	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 Academic progress in reading will improve due to strategies and resources implemented. More of current year group's curriculum is accessible. Gaps are narrowed/filled	Class support by TA including in Guided Reading 1:1 or small group tuition in targeted areas, identified by the class teacher. Before/after school support for over-learning opportunities	Data shows that 85% of PP children made average or above average progress compared with 82% of non-pupil premium children.	More specifically targeted approach to the PP children by TAs during class time has a positive effect on their overall performance. To ensure that information can be collected, TAs will fill in a weekly timetable specific to PP children and annotate accordingly to ensure more targeted support. More rigorous scrutiny by the SLT will be possible with this new strategy as a means to monitor the impact of shorter periods of time. Assessments to be used to measure the impact.	
A Academic progress in maths will improve due to strategies and resources implemented. More of current year group's curriculum is accessible. Gaps are narrowed/filled	Maths support 1:1 or small group tuition in targeted areas, identified by the class teacher. Before/after school support for over-learning opportunities	Data shows that 90% of PP children made average or above average progress compared with 84% of non-pupil premium children	More specifically targeted approach to the PP children by TAs during class time has a positive effect on their overall performance. To ensure that information can be collected, TAs will fill in a weekly timetable specific to PP children and annotate accordingly to ensure more targeted support. More rigorous scrutiny by the SLT will be possible with this new strategy as a means to monitor the impact of shorter periods of time.	

<p>A Academic progress in writing will improve due to strategies and resources implemented. More of current year group's curriculum is accessible. Gaps are narrowed/filled</p>	<p>English support 1:1 or small group tuition in targeted areas, identified by the class teacher. Before/after school support for over-learning opportunities</p>	<p>Data shows that 74% of PP children made average or above average progress compared with 85% of non-pupil premium children</p>	<p>More specifically targeted approach to the PP children by TAs during class time has a positive effect on their overall performance. To ensure that information can be collected, TAs will fill in a weekly timetable specific to PP children and annotate accordingly to ensure more targeted support. More rigorous scrutiny by the SLT will be possible with this new strategy as a means to monitor the impact of shorter periods of time.</p> <p>Drill into the end of KS2 writing results to investigate the barriers to success for the following year.</p> <p>Assessments to be used to measure the impact.</p>	
<p>B Increase the number of children in receipt of PP passing the Year 1 and 2 phonics screening.</p>	<p>Daily phonic sessions with small groups or 1:1 with class teacher or TA with additional support twice weekly.</p>	<p>100% of PP children have passed the phonic screening check. 93% of non-PP children have passed the phonic screening check.</p>	<p>Continue with current strategy of additional reading/phonics support as above</p>	
<p>D Reading progress evident in guided reading and teacher assessment – meeting national standard or better</p>	<p>Beanstalk reader helper – twice weekly for half an hour 1:1 reading support. Bug Club online reading scheme subscription. Access to a huge range of books online.</p>	<p>Data shows that 85% made average or above average progress compared with 82% of non-pupil premium children.</p>	<p>Very successful - continue</p>	
<p>E Children achieving Greater Depth at the end of the school year. Higher level grammar, punctuation and spelling evident in work, higher order reasoning questions tackled in maths and a greater depth of questions tackled in reading.</p>	<p>Small group sessions for high-attaining pupils with experienced teacher, in addition to standard lessons. More support to maintain high attainment.</p>	<p>See previous data</p>	<p>More specifically targeted approach to the PP children by TAs during class time has a positive effect on their overall performance. To ensure that information can be collected, TAs will fill in a weekly timetable specific to PP children and annotate accordingly to ensure more targeted support. More rigorous scrutiny by the SLT will be possible with this new strategy as a means to monitor the impact of shorter periods of time. Assessments to be used to measure the impact.</p>	

<p>C Academic progress made as a result of increased emotional literacy, confidence and self-esteem.</p>	<p>ELSA supervision sessions for 2TAs</p> <p>Use of the ELSA to help children develop strategies to calm and manage difficult situations. Small group turn taking sessions.</p> <p>Educational psychologist. Plan-do-review cycle to provide strategies and resources for staff.</p>	<p>Pre-referral form and post ELSA forms are completed by the class teacher, along with detailed notes kept from the sessions themselves.</p> <p>All PP children receiving ELSA have responded well and have been better able to achieve their potential academically</p>	<p>Very successful - continue</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

2. Additional detail

--