

1. Review of expenditure – Sandiway Primary School				
Previous Academic Year		2018-19		
<b>i. Quality of teaching for all</b>				
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
<b>ii. Targeted support</b>				
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
<b>A and B</b> 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 such as comprehension, identified by the class teacher. Before/after school support for over-learning Use of Beanstalk Reading Scheme to support lower ability readers opportunities. Bug Club online reading scheme subscription. Access to a huge range of books online.	Data shows that <b>100% of disadvantaged pupils achieved ARE in their Year 6 SATS and that 33% achieved GD. This is a higher percentage than for non-disadvantaged children, which is 97% ARE. The progress score for reading is +4.37. Disadvantaged pupils made better progress in reading than non-disadvantaged. Data shows that 100% of disadvantaged pupils achieved ARE in their Year 2 SATS.</b>	More specifically targeted approach to the PP children by TA's during class time has worked TAs filled in a weekly timetable specific to PP children and annotated accordingly to ensure more targeted support. More rigorous scrutiny by the SLT was possible.	Bug Club subscription: £930 Beanstalk Reader Support: £321 TA and teacher support: £6000

<p><b>A and B</b> 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</p>	<p>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 <b>100% of disadvantaged pupils achieved ARE in their Year 6 SATS. This is a higher percentage than for non-disadvantaged children, which is 97% ARE. The progress score for maths is +3.28. Disadvantaged pupils made similar progress in maths to non-disadvantaged. Data shows that 100% of disadvantaged pupils achieved ARE in their Year 2 SATS.</b></p>	<p>More specifically targeted approach to the PP children by TA's during class time has worked. TAs filled in a weekly timetable specific to PP children and annotated accordingly to ensure more targeted support. More rigorous scrutiny by the SLT was possible.</p>	<p>TA and teacher support: £6000</p>
<p><b>A, B and C</b> 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>1:1 support in lessons with access to Quality First Teaching and inspirational resources such as Pathways to Writing. Some specific GPS support and over-learning opportunities</p>	<p>Data shows that <b>100% of disadvantaged pupils achieved ARE in their Year 6 SATS. This is a higher percentage than for non-disadvantaged children, which is 91% ARE. The progress score for writing is +1.21. Disadvantaged pupils made similar progress in writing to non-disadvantaged. Data shows that 100% of disadvantaged pupils achieved ARE in their Year 2 SATS.</b></p>	<p>More specifically targeted approach to the PP children by TA's during class time has worked. TAs filled in a weekly timetable specific to PP children and annotated accordingly to ensure more targeted support. More rigorous scrutiny by the SLT was possible</p>	<p>TA and teacher support: £6665</p>

<p><b>D</b> Academic progress made as a result of increased emotional literacy, confidence and self-esteem.</p>	<p>ELSA supervision sessions for 2TAs Use of the ELSA to help children develop strategies to calm and manage difficult situations. Small group turn taking sessions. Educational psychologist. Plan-do-review cycle to provide strategies and resources for staff. Music lessons Residential visits Family Support worker</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</p>	<p>Music lessons: £1104 Residential visits: £100 Ed Psych: £95 Family Support Worker: £85 ELSA: £810 Total: £2194</p>
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**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**2. Additional detail**

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