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| **Previous Academic Year Review of expenditure 2017-18** | | | | |
| 1. **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** |
| Pupils receive high quality teaching  Ethos of learning created | Staff training and greater accountability.  Introduce visible learning, VL, across school. | Attainment and progress in the statutory assessments was weak for all pupils including the PP group. Pockets of good practice in school were evident and need to be expanded across the whole school.  VL and the learning dispositions introduced. Pupils’ reactions were positive and began to take ownership of the learning. This will continue to be a focus next year. | Staff knowledge and skills continue to need to be developed, there have been a number of significant staff changes this year and greater emphasis on pupil’s starting points and maintaining progress.  VL continues to be an important initiative across all Reach South schools, indications from the first year are positive as attitudes to learning are changing with the children taking more ownership of their learning. Continue with this into year two. | £3,000 |
| 1. **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** |
| Accelerated reading progress.  Effective TAs supporting learning | Redirect staff to support reading, increase progress rates for PP children.  Maintain additional learning support. | Reading attainment was weak at both KS1 & 2 tests. The accelerated reading program is starting to have an impact and will be continued as the evidence for improvement is strong.  Deployment of TAs enabled better phonic support in KS1 with positive outcomes and targeted support across the school. | AR is an effective tool coupled with the introduction of a new program to teach reading in class will have a positive impact on pupils’ attainment in 2018-9.  Reduction in TA numbers for 2018-9 and better targeted deployment will improve pupils’ outcomes. TA training to upskill them in providing quality interventions during 2018-9. | £96,000 |
| 1. **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** |
| Pupil engagement in their learning improved. | Provision of holiday, lunch and breakfast clubs | Lunch clubs provided additional support at lunch leading to more positive afternoon sessions. Breakfast club provision ensured target pupils had a positive start to the day. | Provision of clubs to continue, investigate the upskilling of MTAs to run the provision and quickly re-integrate pupils back onto play ground to experience positive lunch times with their peers.  Breakfast club has proved successful and will continue. | £8,000 |