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| **Previous Academic Year Review of expenditure 2018-19** | | | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Impact:** Did you meet the success criteria? | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Pupils give timely accurate feedback to support and promote their learning | Visible Learning (VL) approach  Teacher Conferencing.  Use of peer marking &review new feedback policy | VL continues to be a central plank of the schools impact plan. Learning dispositions reintroduced with pupils being able to explain their own part in the learning cycle. Learning toolkits and feedback and marking procedures revised. | Outcomes are positive, pupils understand the learning dispositions and have begun to use them when reflecting on their learning. Pupils are using marking codes to inform them of their next steps. This work will need to be fully embedded next year. | £20,000 |
| Develop pupils reading comprehension skills | Introduction of ERIC- daily teaching of reading and follow up activities.  Provision of a librarian to run accelerated reading programme and become the reading champion. | Pupil data indicates that reading is an area for development, particularly the higher order reading skills. EREIC introduced in October 2018. | ERIC introduced and PIRA reading scores have improved across the school. End of KS2 results lower than expected although disadvantaged pupils attainment was above all the in school pupils. Continue and refine teaching of reading. |  |
| 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** |
| Increase the pupils’ phonic skills and knowledge, ensuring their application in reading and writing activities. | Phonic & literacy support Continued provision of RW inc and ensuring enough adults to support appropriate groupings. | Phonics attainment at end of yr 1 check fell to 58%. Literacy leader left in February 2019 and recruitment failed to find a suitable replacement until September 2019. | The schools approach to phonics will be reviewed by new literacy leader and a consistent, thorough program introduced. All TAs will be retrained in new program and all KS1 classes will be set for phonics. | £60,000 |
| Focussed support for small groups of pupils, targeting pupils at risk of falling behind. | Small group support | Certain pupils will required additional support, re-teaching or revising work to consolidate their learning. Small group support under direction of teacher and /or SENDCo have had a positive impact. Progress is evident. | Continue to allocate TAs on the basis of need and match their skills to the classes and groups. Small group provision will continue next year. |
| Improved oracy in EY / KS1 pupils | 1 day a week speech & language therapy from Dame Hannah’s. Additional provision of an additional Sp&L TA working across the school. | All foundation pupils screened and others referred into service. Pre and post testing indicate positive progress by all pupils involved. SENDCo holds evidence of pupils progress. | Continue with this provision |
| Provide pupils with appropriate support to overcome/ minimise their barriers to learning. | Access to MAST services, part of subscription to Plymouth Excellence Cluster. | MAST referral made for pupils who need additional support. Outcome are positive and often related to SEMH issues or difficult family dynamics. For pupils involved outcomes are positive. | Continue with this provision |
| Pupils with emotional/ welfare concerns will engage in their learning and make progress | Emotional and welfare support for pupils Provision of school counsellor and ELSAs. | Pupils referred into ELSA & Counselling service, SENDCo and class teachers discuss needs. Pupils receiving support display positive attitudes towards their work | Continue with this provision |
| 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** |
| Raise attainment through improved attendance. | EWO bought in services, attendance rewards for classes, prompt response to dropping attendance. | Attendance target was missed, end of yr attendance was 93% with 18.9% persistent absenteeism. EWO has been involved with a number of families. | Review program, Safeguarding leader will take over attendance group and work closer with the PSA and target parents to reduce the persistent abs down to near national averages for 2019-20 | £28,000 |
| Pupils arrive at school ready to learn, continue to remain in 'education' during holiday periods. | Continue to subsidised attendance at Breakfast club, provision of holiday clubs | Positive impact for a number of pupils especially those with poor attendance having a positive start to their day. | Continue with this provision |
| Increase parents’ involvement in school and increasing their engagement with pupils’ learning. | Parental support advisor to run parent skills workshop and provide an additional link tie the community. | Maths with parents had limited impact and will be re-launched in 2019-20.  Morning activities are positive and parents enjoy time with their children in class. | Continue with this provision |