

Previous Academic Year Review of expenditure 2020-21

i. 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 were reintroduced with pupils being able to explain their own part in the learning cycle. Learning toolkits and feedback and marking procedures revised in light of Covid restrictions.	Outcomes are positive, pupils understand the learning dispositions and have begun to use them when reflecting on their learning. Pupils are using marking codes and success criteria to inform them of their next steps. This work will need to be continued and fully embedded, it will be a key part of the 2021-22 teaching and learning handbook.	£20,000
Develop pupils reading comprehension skills	Introduction of Reading Masters daily teaching of reading and follow up activities.	PIRA pupil data indicates that pupil attainment in reading has improved during the year when comparing Autumn baseline to Summer 2021. Spring term partial closure negatively impacted on the pupils attainment. KS1 dis-advantaged pupils outperformed their in school counterparts KS 2 reading attainment similar, low number of non disadv pupils in year group mean statistical comparisons are difficult.	Reading Masters replaced ERIC and was introduced in November 2020. The PIRA reading scores have improved across the school. Projected end of KS2 results were improving although disadvantaged pupils attainment was still below all pupils but only by 1 pupil, due to cohort specific factors. Overall pupil attainment was positive in reading in both KS1 & 2	

ii. 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	Phonic & literacy support Continued provision of RW inc and ensuring enough adults to support	Phonics attainment at end of yr 1 check increased to national averages (2019). End of yr 1 phonics test on 2021 65% and yr 2 86%	The schools approach to phonics was reviewed by new literacy leader and RWInc ,a consistent, thorough program introduced. Support form Isham Hub led to the successful introduction of RWInc. All TAs have retrained in the program and all KS1 classes will be set for phonics with reading leader available to support groups..	£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	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, all staff have this as an appraisal target plus training undertaken for all TAs in Autumn 2020.	
Provide pupils with appropriate support to overcome/ minimise their	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	

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
Raise attainment through improved attendance.	EWO bought in services, attendance rewards for classes, prompt response to dropping attendance.	Attendance was improving up until partial closure in January 2021, attendance was 94.8% with 14.2% persistent absenteeism. This was negatively impacted during the summer term 92.8% and 22% PA EWO has been involved with a number of families.	Despite the improvements, the attendance of all groups needs to continue to improve for all groups of children. Continue to work with EWO and Safeguarding leader.	£28,000
Pupils arrive at school ready to learn, continue to remain in 'education' during	Continue to subsidised attendance at Breakfast club, provision of holiday	Positive impact for a number of pupils especially those with poor attendance having a positive start to their day.	Continue with this provision	

October 2021