

1. Review of expenditure

Previous Academic Year 2019/2020		Budget allocation	£71,960		Total spend: £73007.85
i. Quality of teaching for all					
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
87% Y6 children to meet expected outcomes in reading and 80% maths 2020	<ul style="list-style-type: none">Quality teaching first – staff to attend CPD for teaching the skill of reading and for maths.Increase adult support through target interventionsAppropriate intervention identified, carried out and evaluatedAdditional one to one reading for less able readers 4 times per weekData tracking meetings analyse the performance of all groups of children half termly.	<p>The percentage of children attaining the expected standard in reading and writing had increased from 2019/2020 teacher assessment results.</p> <p>Reading 86% writing 83%</p> <p>But increased in maths from 69% to 80%.</p> <p>71 % of children eligible for PP met the expected standard in reading (With 14% of those children achieving GD standard.)</p> <p>57 % of children eligible for PP met the expected standard in writing. (With 14% of those children achieving GD standard.)</p> <p>57 % of children eligible for PP met the expected standard in maths</p> <p>57% of PP children achieved R/W/M combined score. (14% of which have combined W/R GD standard score.) <u>TWO pupils were PP SEND.</u></p>		<ul style="list-style-type: none">Adding extra adult support into Y6, particularly in maths, allowed children to receive a bespoke curriculum and ensured that they had more of a chance to achieve EXS when they had previously been just below. These same children received additional maths workshops with CP on a Tuesday afternoon, which built upon previous year group gaps. This is something that is a strategy that will be carried over to the next academic year.Supported reading activities increased the children's confidence when approaching the test; this will be further developed in 2020-2021 through TA lead intervention sessions and guided reading sessions. In addition to this, Readingplus.co.uk will be used firstly in Y5 and then moving through to Y6 to ensure further development in vocabulary, of reading speed and fluency and finally in comprehension. This will assist in improving the overall percentage of children attaining expected level in reading.To further assist in improving the overall percentage of children attaining expected level in maths Timttablesrockstars.co.uk will be used to	£40,335

To narrow the gaps in the performance of PP children in reading/writing across the school	<ul style="list-style-type: none">Data tracking meetings analyse the performance of all groups of children half termlyHalf termly chronological reading tests/writing assessments to be undertaken, progress monitored and intervention plannedSchool development plan to focus on the use of TAs to further enhance teaching of reading/writing and target gaps through intervention.	<p>The percentage of children attaining the expected standard in reading and writing had increased from 2019/2020 teacher assessment results.</p> <p>Reading 86% writing 83%. But increased in maths from 69% to 80%.</p> <p>71 % of children eligible for PP met the expected standard in reading (With 14% of those children achieving GD standard.)</p> <p>57 % of children eligible for PP met the expected standard in writing. (With 14% of those children achieving GD standard.)57 % of children eligible for PP met the expected standard in maths</p> <p>57% of PP children achieved R/W/M combined score. (14% of which have combined W/R GD standard score.) <u>TWO pupils were PP SEND.</u></p>	<ul style="list-style-type: none">Supported reading activities increased the children's confidence when approaching the test; this will be further developed in 2020-2021 through TA lead intervention sessions and guided reading sessions. In addition to this, Readingplus.co.uk will be used firstly in Y5 and then moving through to Y6 to ensure further development in vocabulary, of reading speed and fluency and finally in comprehension. This will assist in improving the overall percentage of children attaining expected level in reading.Teaching the skills of reading will continue to be a focus across whole school in 2020-2021, but there will also be particular emphasis on targeted intervention for PP children to close gaps in learning at a basic skills level.									
To extend the more able to achieve more than expected levels in Reading, Maths and Writing.	<p>Targeted differentiation and challenge, high quality marking</p> <p>Reasoning type tasks for deeper thinking and mastery tasks for applying skills in other areas.</p>	<p>Teacher intervention support was used effectively to support children in maths lessons to raise PP attainment, but further work will need to be put in place to raise PP GDS attainment.</p> <table border="1"><tr><td colspan="2">Greater depth – KS2</td></tr><tr><td>Reading</td><td>33% (14% PP)</td></tr><tr><td>Writing</td><td>27% (14% PP)</td></tr><tr><td>Maths</td><td>23% (0% PP)</td></tr></table>	Greater depth – KS2		Reading	33% (14% PP)	Writing	27% (14% PP)	Maths	23% (0% PP)	<p>Continue with implemented strategies from last year but tailoring them to the needs of the PP children this year. Intervention sessions and teacher's planning will focus on developing children's skill where higher standard is achievable.</p> <p>Curriculum leaders to ensure GDS end points identified and implemented across the curriculum – with particular reference to how PP children will access the cultural capital to achieve this.</p>	£177
Greater depth – KS2												
Reading	33% (14% PP)											
Writing	27% (14% PP)											
Maths	23% (0% PP)											

<p>To ensure quality first teaching for all by increaseing the quality and focus of CPD in reading and in maths.</p>	<p>Staff training:</p> <ul style="list-style-type: none"> • Whole class reading. • Mastery and challenge. • Maths fluency and mastery • Moderation • Intervention training 	<p>TA support was used effectively to support children in English and maths lessons.</p> <p>EYFS/KS1 training provided weekly for ReadWriteInc. Phonics approach implementation.</p> <p>Whole staff in-depth whole class reading/guided reading training (John Murray approach).</p> <p>Cross-school moderation hosted and regular in school moderation implemented.</p> <p>Results above in KS1 and 2 evidence impact.</p>	<p>Intervention most effective when teachers and TA's worked collaboratively to respond to marking issues/ misconceptions form earlier learning in the day. In 2019-2020 TA's will also able to deliver interventions in the afternoons to provide additional support, as a dedicated intervention team, focusing on their skills to provide tailored provision for children.</p>	<p>£2300</p>
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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
To support children who are not meeting age related expectations through afternoon maths, reading and writing interventions such as Plus 1, Power of Two, additional guided reading and writing sessions.	Lexia Plus 1 Power of 2 Springboard One to one Read, Write Inc. Additional one to one reading	<p>Mental and written calculations showed progression throughout the school as per policy. Maths results in KS1 (83.3%) demonstrate positive impact of strategies undertaken.</p> <p>The percentage of children attaining the expected standard in reading and writing had increased from 2019/2020 teacher assessment results. Reading 86% writing 83%. But increased in maths from 69% to 80%. 71 % of children eligible for PP met the expected standard in reading (With 14% of those children achieving GD standard.) 57 % of children eligible for PP met the expected standard in writing. (With 14% of those children achieving GD standard.) 57 % of children eligible for PP met the expected standard in maths 57% of PP children achieved R/W/M combined score. (14% of which have combined W/R GD standard score.) <u>TWO pupils were PP SEND.</u></p>	This strategy will continue to be embedded and developed to suit the individual needs of our children next year.	£10,770
Children in Y5/6 who are not meeting standard to be taught bespoke curriculum by extra teacher (CP)	Targeted children to attend a session weekly for bespoke teaching (children who are just below expected and need extra gap intervention of basic skills and reasoning.) Focusing on Y3/4/5 gaps to build strong foundations.	<p>Increased in maths from 69% to 80% - 8% higher than predicted.</p> <p>And GDS score increased to 20%.</p>	Performance management targets for teacher and TAs will focus on intervention of significant groups and this will further address the gaps of both PP/non-PP children and will have a positive impact on attainment and progress.	£688.55

<p>Tailored support for staff to improve the percentage of PP children attaining the expected standard in reading/Maths</p> <p>To improve the percentage of children attaining expected standard in reading, writing and maths</p>	<p>Targeted CPD SLT/school to school support to improve quality first teaching</p> <p>Targeted interventions as above</p>	<p>PP children achieving age-related expectations for each year group show:</p> <table><tr><th>Year</th><th>R%</th><th>W%</th><th>M%</th></tr><tr><td>N (1)</td><td>100</td><td>100</td><td>100</td></tr><tr><td>R (4)</td><td>25</td><td>25</td><td>25</td></tr><tr><td>1 (4)</td><td>75</td><td>75</td><td>75</td></tr><tr><td>2 (4)</td><td>100</td><td>100</td><td>100</td></tr><tr><td>3 (5)</td><td>100</td><td>20</td><td>20</td></tr><tr><td>4 (9)</td><td>89</td><td>56</td><td>56</td></tr><tr><td>5 (6)</td><td>50</td><td>50</td><td>34</td></tr><tr><td>6 (7)</td><td>71</td><td>57</td><td>57</td></tr></table> <p>Having a focus group with a good bench-mark indicator for progress and attainment throughout the year, enabling teachers to create personalised curriculum for each group efficiently.</p>	Year	R%	W%	M%	N (1)	100	100	100	R (4)	25	25	25	1 (4)	75	75	75	2 (4)	100	100	100	3 (5)	100	20	20	4 (9)	89	56	56	5 (6)	50	50	34	6 (7)	71	57	57	<p>These strategies will continue to develop in 2020-2021 with extra focus added to mastery also. Performance management targets for teacher and TAs will focus on intervention of significant groups and this will further address the gaps of both PP/non-PP children and will have a positive impact on attainment and progress. Predicted KS2 results for 2020 being:</p> <p>Reading:89% Writing: 84% Maths: 72%</p>	
Year	R%	W%	M%																																					
N (1)	100	100	100																																					
R (4)	25	25	25																																					
1 (4)	75	75	75																																					
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4 (9)	89	56	56																																					
5 (6)	50	50	34																																					
6 (7)	71	57	57																																					
<p>To further narrow the gap in attainment of PP children/non PP children in reading, writing, maths</p>	<p>Quality first teaching</p> <p>Targeted interventions as above</p>	<p>Y6 data showed negligible difference for PP/non PP children using this model.</p> <p>Y2 data showed negligible difference for PP/non PP children using this model.</p> <p>100% Children meet for R/W/M and 50% children achieved GDS for R/W/M (75% GDS for reading.)</p>	<p>Continue with strategies in 2020-2021 – tailored to children's needs.</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
To develop the whole child through broadening their cultural capital	Supporting after school clubs Supporting a Healthy eating agenda: Key Stage Two eating a daily healthy snack School trips and curriculum "Hooks" to broaden experiences and engage Change for life experiences boot camp, allotment, cooking.7 Yoga well-being sessions. Bushcraft experiences provided for KS2 children. Careers fair in Y6. Author visits. Aspirational assemblies.	Increased number of children attending after school clubs. Curriculum visits promote high levels of engagement from parents In school activities such as parent craft sessions and family picnics Every child a book for Christmas, to ensure that all children own at least one book, who don't normally have the opportunity to do so. Purchase uniforms and PE kit for PP children. During COVID-19 crisis – school remains open for vulnerable children. Provision continued during school holidays. Meal vouchers provided for children who were not attending school and having dinner with staff.	After school clubs vary termly and include both academic, physical and extra-curricular areas Curriculum "hooks" have been provided through visits, visitors and high quality texts which has led to high levels of engagement. This will continue 2020-2021.	£6,500
To enable children to develop the skill of reading response by becoming a reading for pleasure school.	Staff training in planning for reading for pleasure and subject knowledge of teaching the skill of reading and expanding the children's knowledge and passion of reading.	Lesson study carried out for further CPD in teaching of reading skill. Parents attending Reading for pleasure workshops – campfire reading. Parents/children/staff/families encouraged to take part in extreme read initiative. Story time embedded. Y4 working with local author and illustrator.	This strategy will continue in 2020-2021 to further develop children's knowledge and understanding, as well as their confidence in English. More school assemblies/staff involvement with children during free time to focus on reading.	£4,300
To enable children to develop their thinking skills with problem solving and reasoning.	Staff training for teaching the skill of mastery: problem solving and reasoning. Challenging the more able.	Training was delivered in-school by Maths lead. Links with Marine Park maths lead training. Y6 teacher attending Mike Askew training for PSandR. Maths results across school have risen as a result.	This strategy will continue in 2020-2021 to further develop children's knowledge and understanding, as well as their confidence in Maths.	
			Total cost	£73007.85

