

Review of expenditure				
Academic Year 2016-17				
i. Quality of teaching for all / 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
The gap to age related for language skills closes	Employ dedicated speech and language support in nursery and additional TA support	17/37 children started nursery as below their chronological age for speech and language. By the end of nursery only 4/37 of this cohort were below chronological age with most exceeding.	This has made the children much more ready for Reception and the children have better language skills than those from other settings when they start school. We will continue this strategy.	£16,000
Closing the gap to non-disadvantaged	Additional support staff in EYFS	Children at age related increased from 20% in September to 58% by the end of the year achieving a good level of development	The gap still not closing fast enough. Need to look at targeted language development programmes and pre-writing skills for children before they reach reception	£30,000
Reduce the gaps to National for reading, writing and maths	Additional TA support for all year groups for TAs to carry out interventions	The gap for ppg and non ppg in phonics in year 1 was very small. Gap for PPG in year 2 to national stayed broadly the same in reading and maths but narrowed in writing.	Effective support for writing in KS1 – small groups and individual mentoring has worked well. Bigger impact needed in KS2 and need to look at the overlap with SEND and look at developing individual programmes. Impact of staff changes in KS2 – need to consider induction.	£45,000
Increase rates of progress in reading in KS1	Employ MTAs every afternoon to read with priority readers who are not being read with at home	Rates of progress increased with 40% making accelerated progress achieving above age-related attainment. 100% of children made expected progress	This has worked well in KS1 and increased children's engagement with reading as well as supporting rapid progress.	£20,000
ii. 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

<p>Identified pupils have opportunities to engage in all aspects of school life</p>	<p>Support costs of residential and educational visits</p>	<p>Much higher uptake of residential than previous years, including non-ppg Trips and visits funding meant that most parents made some contribution as cost lower</p>	<p>We will continue this as feedback is positive from pupils and parents.</p>	<p>£8,000</p>
<p>Improve the engagement of pupils who have multi-agency involvement</p>	<p>Employ an Education Support Teacher</p>	<p>Parents and children work together on 6 week programme and this improved some parent pupil relationships and increased engagement with school.</p> <p>There has been more time to meet with parents and carers around barriers to learning.</p> <p>The Education Support teacher has mentored some children, having a positive impact on behaviour</p>	<p>Invite specific families rather than general invitations. Keep the groups small and make them as practical as possible. Afternoon sessions work best and are less disruptive to pupil days.</p>	<p>£30,000</p>