

1. Review of expenditure				
Previous Academic Year		2020-2021		
i. Quality of teaching for all				
Action	Intended outcome	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
Staff CPD on dyslexia	Staff are better able to support children with dyslexic tendencies	<p>Low Impact: due to frequent absences and a period of school closure.</p> <p>Analysis of class cohorts shows a significant amount of chn with either identified dyslexia or with dyslexic traits.</p>	<p>Interventions, teaching and support for these children monitored through Pupil Progress meetings, SENDCo meetings and through formative and summative assessments.</p> <p>Unfortunately due to Pandemic and early closure, we were unable to continue with this support in school. Strong attempts were made to support these children learning at home such as Nessy, AR and personal learning programmes.</p>	£1000

Support staff working in the classrooms with identified chn	All chn receive QFT with targeted support for some chn. Chn remain on task, confidence is built and they engage with their learning.	Impact was less than desired due to frequent absences and a period of school closure. Chn remain in the classroom working in mixed ability groups, supported by a TA while the teacher focus' on specific groups of chn. Support staff can quickly offer help to enable chn to keep up with their peers during the lesson.	This will continue next year.	£27,000
Support from John Joliffe (LLE)	Teaching and learning to improve	LLE has worked with many schools and has a proven record of school improvement.	Action plan put in place and resources purchased according to the advice given. Ofsted inspection	£650
Continued association with the Jurassic Maths Hub and Ilsham English Hub	CPD for teachers to feedback to whole staff	Staff have taken part in online CPD with Ilsham English Hub in Early Reading and Reading for Pleasure. We have signed up for EYFS Maths Mastery and Sustaining Maths Mastery for 2021 – 22.	Focus has been on improving reading and arithmetic – this needs to embed.	£500
Ensure 'manipulatives' are used in every maths lesson to support CPA	Chn will have a better understanding of mathematical concepts and problem solving.	CPA used in Singapore Maths methods with research based evidence for efficacy. This needed embedding but was interrupted by Lockdown.	This will continue next year. More focus on chn applying the concrete to the pictorial so they can become independent.	

Continue with Decision making spelling project	SEN children and disadvantaged to be at expected at the end of KS2	Daily teaching of a set of spellings with overlearning of the rules and applying them has an impact on children's ability to make increasingly accurate choices when spelling a word. Interrupted by Covid 19.	Testing demonstrated that this was having a positive impact on the children's spelling but was interrupted by Covid 19. Next year more emphasis will be placed on acquiring	
Oracy a focus across the school	To improve language skills across the school particularly for disadvantaged, SEN and EYFS	Literacy and language skills and levels are falling nationally, a focus on vocabulary, oracy, problem solving and reasoning as well as metacognitive and collaborative learning is proven to impact on outcome.	More emphasis is needed on the acquisition of vocabulary in all areas of the curriculum – ie topic based vocabulary	
To raise the profile of reading for pleasure as well as to improve skills	Chn learn a love of reading, choosing a book as a 'go to' source of entertainment.	Reading is the key skill that chn can use to improve language, general knowledge and to access other areas of learning. Children had timetabled storytime for every class as well as time for independent reading. Comprehension is an area that many children, particularly pp chn, are struggling with. During Covid 19, chn and parents were encouraged to use Oxford Owl on- line resources and to access the 'click and collect' books from the library. Staff read stories in recorded videos published to chn on the on-line learning platform.	Chn need more support in choosing their books, using the blurb and extending their choice of genre.	
ii. Targeted support				
Action	Intended outcome	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

Interventions in Maths	Gaps in children's learning addressed	SMART targets for interventions support better targets support. Power of 2 used for individual chn and	Preteach will be more effective. Po2 is time consuming and although good at filling gaps, does not always tie up with the learning in the class.	£500
Pre teaching	To narrow gaps in attainment	Children who take part in pre- teaching sessions develop fewer gaps than children on interventions alone.	Monitored through Pupil progress meetings and termly testing. Difficulty to fit into timetable for	£450
Speech/Language Link interventions	Children make accelerated progress	Low attainment is linked to low language and poor vocabulary. These are research based interventions with high impact results.	Vocab displays, Knowledge Organisers with relevant topic words and additional phonic teaching in KS2 for	£1000
Accelerated Reader for all KS2.	Children read more often	Reading 5x per week for 20 minutes is essential for children to keep up with age expectations. Chn encouraged to do this and to quiz books regularly. High impact for those who engaged.	To ensure that Reading for Pleasure is still at the forefront of pupils book choices.	£3500

Nessy reading and spelling support package	Children's reading and spelling improve	Multi-sensory methods of learning and over learning for spellings and reading are shown to have high impact on retention and application of rules for those with barriers to learning. Chn still able to access from home after Lockdown but many did not due to screen time, lack of device or internet. High impact if used regularly.	This needs to be done in school if parents are unable to support chn at home. Too many chn not accessing this for the required amount of time.	£3000
Additional phonics for KS2 chn unable to access Decision Spelling	Use of phonics as 'go to' tool for decoding for all chn embedded.	Systematic Synthetic Phonics programme implemented with rigour demonstrates faster progress for chn's decoding skills. Teachers to plan for chn to access systematic or incidental phonics following the 'Floppy's Phonics' programme.	This was successful – now a dedicated Phonics room for chn who require a quieter environment. All staff trained in Floppy Phonics.	
iii. Other approaches				
Action	Intended outcome	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)	Cost

<p>Pastoral support to address vulnerability and mental health.</p>	<p>Chn more resilient and confident, improved social skills</p>	<p>Chn feeling dysregulated or unhappy are unable to access their learning. School needs to be a place of safety when other situations may be unstable or disrupted. Boxall profiling to be used at the beginning of involvement and after a period of time to measure progress and change actions if necessary.</p>	<p>After Covid 19 Lockdown, many chn are feeling dysregulated and confused. Pastoral support is more necessary than ever. Boxall profiling was incomplete due to frequent absences.</p>	<p>£1000</p>
<p>Rigorous monitoring of attendance every 2 weeks – all children with attendance falling below 92% will receive letters and support to improve attendance – if not improved then EWO involved</p>	<p>Evidence is that children with poor attendance perform poorly compared to peers. Vulnerable and Disadvantaged pupils attendance improves – target to achieve above 96%</p>	<p>Attendance is monitored every 2 weeks, letters drafted with guidance and increasing levels of support/intervention by Head of school. After 20 sessions absent doctor's note required for all absences. Fines implemented for school term holidays</p>	<p>Due to C19 the impact of this was somewhat reduced as government guidelines changed.</p>	
<p>Parent drop in sessions – Chatterbox – monthly stay and play sessions in preschool</p>	<p>Better parental engagement and relationships with school.</p>	<p>Nil – due to C19 restrictions, parents were unable to attend drop in sessions.</p>	<p>Better on-line or phone communication to ensure we don't lose parental engagement.</p>	