

REVIEW OF EXPENDITURE

Previous Academic Year

2017/18

i. Quality of teaching for all

Desired Outcome	Chosen Action/Approach	Estimated Impact	Lessons Learned	Cost
Improved oral language skills in Reception	Employment of a Speech & Language Therapist to work in EYFS	<p>Positive impact in terms of specific targeted support. Data shows all children made progress in S&L.</p> <p>Support highlighted more specifically the point of need for individual children so that teaching could be more effective in addressing it.</p> <p>TA training in effective delivery meant that TA was able to continue the programme successfully without the SALT.</p>	<p>Focus of support needs to be more finely managed in terms of intervening at the earliest opportunity. Time was lost through: -</p> <p>SALT assessment process SALT admin & planning being done during the school day SALT therapist not being in place at the beginning of the academic year SALT therapist changed 3 x</p>	£8000.00
Improved progress for PP pupils	<p>Use of a Learning Mentor & PPG teacher ½ termly to intervene with PP pupils identified as working below age-related expectations in KS1 & 2.</p> <p>Review of the Marking Policy</p>	<p>Phonics:</p> <p>Y2: 3/7 passed at the 2nd attempt. 2/7 children were also SEND & unlikely to pass.</p> <p>Y1: 18/56 children, 12 passed (67%)</p> <p>KS1: Large % of PPG children in this cohort (27/59) 46%. 9/27 children (36%) achieved EXS in RWM. 52% in reading; 40% in writing; 44% in maths (19) 70% made the expected progress based on EYFS attainment in RWM. (24) 88% in reading; (22) 81% in</p>	<p>Phonics Fun sessions need to commence in Autumn. Best practice to be accessed via the collaborative. Phonics Lead to share good practice & upskill staff, particularly TAs. 7C assessments (GLD) made at EYFS need to be considered as this bracket shows less conversion than others to EXS at KS1. KS1: More focus on differentiation from the beginning of the year. Greater input in EYFS on being Year 1 ready; Year 1 emphasis on being Year 2 ready. KS2: Intervention to commence</p>	£63063.00

		<p>writing & maths.</p> <p>KS2: Progress measures indicate that PPG children met/exceeded target. 60% Reading; 70% Writing; 60% Maths; 60% GPS. RWM 40%. This was a significant increase in every area compared with 2017 data, with the most significant shift in reading. Attainment compared with NA is still low however.</p>	<p>from September. Cohort split into smaller groups.</p> <p>Teaching & learning input for TAs so that they can impact more effectively when teaching groups of children.</p> <p>Marking policy to be reviewed in line with DfE, 'Reducing workload in your school'. Marking must be effective.</p>	
ii. Targeted Support				
Improved oral language skills in EYFS	1:1 & small group provision. Language intervention for children in EYFS.	See above (i)	See above (l)	£8000 (same figure as before)
% attendance & punctuality for PP children is in line with other children	<p>Introduction of Breakfast Club for identified PP children who are persistently late.</p> <p>First day absence response for parents of children who are known to have a history of poor attendance</p> <p>Weekly monitoring of children whose attendance has historically been below 96%</p> <p>3 strike text to parents regarding child's punctuality.</p>	<p>Attendance 93.39% (FSM) compared with 95.36% (Non-FSM). However, impact should be more measurable next year, due to the Lead Learning Mentor being new to role in 17/18.</p> <p>Breakfast club has decreased the number of 'U's due to late arrival, which has decreased the % of unauthorised absences. This group began in February, so full impact still to be measured, however number of consistent attendees has grown to 12.</p> <p>Weekly monitoring is beginning to have an impact on persistent absentees.</p>	<p>The need to address unauthorised absences 4% (FSM) compared with 2.42% (Non-FSM). Authorised absences are comparable to non-FSM 2.55%/2.42%. U's (late after register closed) are also higher for this group. However, attendance monitoring to be increased from September, with the appointment of an Admin Assistant Level 1 to support workload.</p> <p>Known families to be drawn into the 'Early Help' model where possible, at the earliest opportunity.</p> <p>Appointment of a Children's</p>	<p>Attendance Awards: £544.48</p> <p>Breakfast Club: £760</p>

		Introduction of rewards for good attendance has seen an improvement.	Welfare Officer means that there will be an increased focus on attendance & punctuality.	
Improved conduct, learning & emotional behaviour leading to better attainment and progress for Y5 & 6 pupils	Use of a TA2 to intervene (x5 afternoons per week & in class as required) Purchase additional days from Ed Psych to address issues arising from intervention	Children value the sessions with the Behaviour Mentor. Lego Therapy; Wellbeing Dominoes; Stirling resources; a range of books are used to support the development of children's emotional wellbeing	Stirling assessments show evidence of impact on the number of times children are displaying disruptive behaviour. % exclusions is low, compared to other schools in the Middleton Collaborative	£21,047.00
iii. Other Approaches				
Improved progress for PP children	Homework Club Mathletics Bug Club	2018 data, particularly at KS2, would show that homework intervention is working. Mathletics & Bug Club not purchased. Breakfast club for FSM includes individual targeted activities for these children.	Review the impact of homework club on pupil progress. Boosting intervention for Year 6 children is shown to be highly effective.	
PP children have access to enhanced learning experiences	Music Lessons Educational Visits – Robinwood (Y6) Subsidised Coach travel Forest School Provision for all classes Gardening Club Film Club	The feedback from children shows that this is money well spent. Forest School provision is particularly popular	Continue support. Forest School provision to be increased throughout school with a dedicated leader for this area of the curriculum. Increase extra-curricular offer through 'Ed-Start', Commando Jo & use of TA3s.	£62,765.64 (Commando Jo; Robinwood; Forest School; Music tuition)

PP children have improved self-esteem and are treated equally	Purchase of School Book Bags & Water Bottles, Pencil Cases for KS2 children.	Children's self-esteem is improved.	Continue this support. Uniform subsidy also this year.	£2215.80
---	--	-------------------------------------	---	----------

Additional Detail
TOTAL SPEND AS AT APRIL 2018: £159,122.45