

1. Review of expenditure				
Previous Academic Year 2015-16				
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
Ensure pupils begin the day with a nutritious breakfast	Breakfast club staffing;	A nutritious breakfast each morning will ensure pupils are ready to start learning each morning and increase social skills	This has only begun in July 2016. Initial impact evident in the clam atmosphere and developing social skills of some pupils. This will be continued next year.	£3315
Improve pupils fluency in mathematics	Adopt Big Maths scheme	This training ensured that there was a significant focus on key facts and number operations. Significant improvements occurred in the 'Big Maths' test across the school.	The focus on number was to the detriment of the wider maths curriculum in some classes. This will be a focus for developments in 2016/17.	£2000
Provide smaller teaching group in reading for all in Y5/6	Additional teacher hours (9 lessons per week) mathematics to give time to focus on intervention for individuals	Groupings made similar progress in reading.	Groupings need to be more focused on direct need, particularly the less able grouping. Next year ensure the LA grouping is smaller and that teaching focuses on gap analysis and reading fluency and resilience.	£5184

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
Raise attainment of disadvantaged pupils with SEN across KS1	Reading recovery teacher employed	For Y1 attainment in phonics rose significantly (69% from 57% in 2015). The proportion of pupils at ARE+ increased as compared to GLD at EYFS reading.	This had a good impact on reading attainment in Y1, although it was a costly intervention. Role discontinued from July 2016.	£24,950
Give instant feedback on learning and teach next steps in maths for individuals in Y6	Release time for teacher (3 afternoons)	Disadvantaged pupils made progress above peers in Y6.	Effective intervention this will be continued in 2016/17.	£7488
Provide morning reading club to enable group to pre read and access the day's	Daily Teaching Assistant support (half hour per day)	This ensured the engagement of pupils in lessons, particularly with pupils who had less reliance in main lessons.	Continued into 2016/17.	£332
Provide detailed marking and feedback on writing to enable higher attainment	Additional teacher hours (4 lessons per week in Y5 and Y6)	Group made progress above peers in Y5 and similar in Y6. This enabled effective feedback and guidance for individual pupils.	Effective Intervention which will be continued into 2016/17. However writing targets and next steps to be refined particularly for the less able disadvantaged. These targets need to be focused on gaps and next steps. Also for our HA pupils expectations of GD need to be explored and fully understood.	£4992

Address underachievement in reading in Y1	Full time daily targeted intervention using precision teaching to address individual needs (TA hours daily)	Effective Intervention resulting in significant improvement in phonics attainment of grouping at Y1 and reading ARE+.	This will continue into 2016/17 and will be rolled out to Y2.	£15,300
Provide release time for Y1 teacher to focus on intervention (12 weeks x 6 hr)	Provide intervention for identified Y1 pupils (writing and mathematics)	Partially effective intervention for disadvantaged: Increased attainment over cohort (GLD 53% to RD 76%; WR 58% for all). Reduced gap in attainment in maths only. Intervention not continued into 2015/16.	This did not impact as effectively. Organisation was not effective as the two Y1 classes were 'streamed' in the afternoon to enable teacher to work with chosen pupils. This proved difficult.	£2304
Provide intervention to address underachievement in Y3	Additional teacher hours to release class teachers in Y3 (10 weeks x 2hr)	Effective Intervention resulting in gaps in learning reduced and ensured engagement in mathematics and reading lessons; not as effective in writing.	Writing targets need to be refined and based on any gaps of understanding. This is a priority for 2016/17.	£640
Ensure correct provision for pupils with SEN	Inclusion leader (SEN + PP pupil)	Pupils provided with appropriate and targeted SEN provision.	Targets for individuals were refined in some classes following monitoring. Ensure all are measurable.	£2496
Provide behavioural support for identified pupil	TA to support individual with playtime provision	Effective intervention: resulting in a reduction in instances and preparation for a successful transition to secondary school.	Used when appropriate.	£2525
Provide support and to enable pupil to access learning who was at risk of exclusion	Teaching Assistant support (full time daily)	Effective intervention resulting in an improved behaviour and engagement in lessons without support (2016).	Used when appropriate.	£12750

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
Support the attendance of individuals from vulnerable families	Breakfast club and After school club fees	Pupils ready for learning and ensured punctuality. Impact to be assessed as put in place in July 2016.	To be continued.	£1200
Ensure that all pupils take part in all school trips	Support School trips cost for individuals	Where there is a high level of inclusion children feel settled, confident and have a high level of resilience. This will be continued this year to ensure this level of inclusion.	To be continued.	£4500
Provide trained Teaching Assistant to focus on individual emotional needs where identified that can become a barrier to learning	Teaching Assistant Support daily (3 afternoons per week)	Enabled pupil engagement in learning and addressed and social emotional needs. This will be continued next year and extra training sourced for practitioner.	To be continued but ensure measurable outcomes.	£2632
Provide targeted support for regular violin tuition for a group of pupils to	Music provision (violin) to raise attainment in music and increase self-esteem and confidence.	Improved attendance and motivation in all lessons. Some of the pupils concerned have continued with the instrument.	Continue for individuals continuing with instrument instruction.	£1000
Provide training in speaking and listening and precision teaching	Training session for all teaching assistants	Training used across school to focus on key gaps in learning resulting in targeted intervention for individuals to address individual needs.	Effective training which has supported intervention work with individuals across the school.	£200
			TOTAL:	£93,808

2. Additional detail