

1. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A. Improved vocabulary skills in KS1	Staff training on HFWs and how multi-sensory techniques can be used to aid retention of vocabulary.	<i>Subject leaders have monitored lessons and observed a range of vocabulary being taught. Book scrutinies show an improvement in vocabulary. 73% of children have closed the gap in attainment.</i>	<i>Teachers will continue to provide lesson rich in vocabulary. Word banks and the learning environment will continue to support children.</i>	£7500
B. Improved aspirational attitude for high attaining pupils	Conduct meetings with high attaining PP pupils to ascertain aspirations	<i>The high-attaining PP children articulated their enthusiasm to complete voluntary work in animal settings. EB held meetings with PP child and parents of PP to look at long-term vision and goals. Meetings recorded in file. Children given direction.</i>	<i>EB approached animal settings with a promise for children to attend. Staff could support this provision but extra-curricular provision could be provided through other means, e.g. funded music lessons, or forest school work.</i>	£7500
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

A. Improved vocabulary skills in KS1	EB to talk to PP children about writing and ask for alternative words for a specific word, e.g. big. Start a thesaurus with individual children. Weekly small group sessions with TAs.	<i>73% of PP children closed the gap</i>	<i>Continue</i>	£25,000
B. Improved aspirational attitude for high attaining pupils	EB to meet with parents and PP pupils to gain an insight into aspirations and future goals.	We now know that some of our more able PP children would like to work with animals when they are older. We will now be able to arrange visit/s for them to get some experience of what work may be available, for example: at a veterinary practice or Kingston Maurward college.  <i>100% of these children are on track to achieve GDS at the end of KS2</i>	<i>We could ask professional parents to assist with work experience with in their professional field. JC to contact parents who contributed to the careers fair held last year.</i>	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
D. Increased attendance rates	Part time office worker employed to monitor pupils and follow up quickly on absences. First day response provision.	PP attendance has increased from 92.9% to 93.56%. This is a small increase but a step in the right direction.	The provision of 'first day response' is having a positive impact on reducing absences so this provision will continue. There are a small number of children whose absence still remains a concern. This has reduced from five to three children this academic year. The school will continue to monitor these families very closely using the first day response provision, letters, attendance panel and engaging with the families to ascertain any further support that can be put in place from other agencies.	

<p>C. Problem behaviour in Year 6 addressed</p>	<p>Identify a targeted behaviour intervention for identified students. Split class to restore focus on learning. Develop restorative approaches and focus on positive behaviours.</p>	<p>Pupils' started each lunch time play with 5-10 minutes of circle time PSHE to remind them of expectations. This worked really well in reducing incidents of poor behaviour at lunch time. Behaviour is class improved greatly following the split. Certain mixes of children were separated and smaller class sizes enabled highly targeted work that aided progress dramatically. Certain children received ELSA and Thrive interventions where they learnt strategies to help themselves calm down or how to react when things go wrong which they could apply during play times. This worked very well</p>	<p>These children have now moved on to year 7 at secondary schools. Behaviour in year 6 does not require this level of intervention.</p> <p>These strategies could be used again in the future, should the need arise.</p> <p>Thrive is now being embedded throughout the school to enable children with social emotional needs to be identified sooner and interventions to be targeted earlier.</p>	<p><b>£30,000</b></p>
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