

4. Review of expenditure				
Previous Academic Year (2018/19)				
i. Quality of teaching for all and 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 progress for children in Mathematics	<p>To deliver frequent urgent action support and highly differentiated teaching to ensure that LAP pupils make rapid progress towards meeting end of year expectations.</p> <p>To release ATA to deliver Dynamo Maths programme and provide small group support for LAP pupils.</p> <p>To purchase resources and create maths basic skills packs for LAPs.</p> <p>To purchase further Mathematics interventions to increase rates of progress.</p> <p>To provide pupils with further bespoke support and engage with parents.</p> <p>To continue to provide CPD opportunities for staff to deliver further interventions to support Mathematics for LAPs.</p> <p>To purchase Conquer Maths to further challenge higher attaining pupils' maths skills.</p>	<p>Medium/high: Some LAP pupils have made excellent progress and this is represented in their outcomes in PUMA tests. Some pupils were unable to access their year group tests, however they are now able to do this in line with their age related peers. Dynamo Maths continues to have a positive impact on learners and increased numbers of pupils accessing it as a result of further staff training; Basic skills packs for LAP pupils are working well and improving pupils' independent thinking skills. Conquer Maths has been well-received by staff, pupils and parents and is increasing the level of personalised learning and challenge for pupils across the school. KS1 and KS2 outcomes are above national averages and outcomes for Mathematics in Early Years are excellent.</p> <p>Success criteria: not fully met as there is more work to be done to develop pupils' independent Maths skills.</p>	<p>Some LAP pupils continue to make steady progress in Maths. This is due to the quality of support from Teaching Assistants. Teaching Assistants require training and development to improve pupils' independent skills. Some non-pupil premium LAPS did not meet ARE. Next steps are to improve staff skills, improve pupils' independent mathematical skills and ensure that greater proportions reach ARE.</p>	<p>Dynamo Maths Training costs £100</p> <p>Cover for training costs £50</p> <p>Delivery of Dynamo Maths interventions costs £3,900</p>
B. Improved progress for children through development of PSE skills	<p>To deliver drawing and talking therapy to pupils in need of social and emotional support.</p> <p>To release SENCo, HT and lead ATA to take part in level 2 and level 3 Compass Buzz Training.</p> <p>To implement group drawing and talking and sand play.</p> <p>To develop staff awareness of cognitive behavioural strategies to support pupils' social and emotional development.</p> <p>To continue to ensure that there is sufficient monitoring of impact of PSE interventions and support to ensure effective provision is in place.</p> <p>To communicate PSHE policy and ensure effective policy into practice.</p> <p>To continue to update additional needs register and provide appropriate support for pupils with PSE needs.</p> <p>To improve staff awareness of metacognition and self-regulation.</p>	<p>Medium / High: Several pupils accessed drawing and talking therapy; highly positive feedback from pupils and parents; Teaching staff commenting of positive impact in classroom and with learning; Some pupils who had been affected by trauma were well supported and made good progress towards end of year expectations. The school's PSHE policy has been shared with all staff by leaders and staff are well-prepared to deliver the PSHE curriculum including RSE. Teaching staff have developed well in their understanding of metacognition and regulation however some teaching assistants are still developing in their understanding.</p> <p>Success criteria: not fully met as further work needs to be done to ensure that Teaching Assistants develop pupils' resilience skills.</p>	<p>It has been a very positive year however, further development is required to improve Teaching Assistants' awareness and skills to improve pupils' resilience.</p>	<p>Advanced drawing and talking training costs £200</p> <p>Cover for training costs £50</p> <p>Delivery of drawing and talking therapy costs £2,000</p>

<p>C. Improved gross and fine motor skills development for pupils .</p>	<p>To identify pupils with fine and gross motor skills development problems across the school. To provide staff with 'How to improve pupils' Handwriting' training (Lois Addy) To release ATA to deliver 'write from the start' to pupils with fine motor skills To purchase 'Write from the Start' and 'Speed Up' To release staff to deliver daily gross motor skills circuit</p>	<p>High: Lois Addy training has had an excellent impact. There has been a noticeable improvement on handwriting across the school and some pupils with particular difficulties are engaged in interventions to improve their skills.</p> <p>Success criteria: Met.</p>		<p>Dyslexia training costs £120</p> <p>GAPS tests costs £630</p>
				<p>Total £7,050</p>