

1. Review of expenditure July 2017																																																												
Previous Academic Year																																																												
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																																																								
Improved progress by all PPG children	Two part time teachers to work in KS1 and KS2. They will work with PPG children whose progress was below other children. Also made a teacher responsible for tracking the progress of this cohort of children and making sure the intervention matched the needs.	<table border="1"> <thead> <tr> <th colspan="2" rowspan="2">Cohort Attainment</th> <th>All</th> <th>PPG</th> </tr> <tr> <th>% Exp</th> <th>% Exp</th> </tr> </thead> <tbody> <tr> <td rowspan="3">1</td> <td>Maths</td> <td>86</td> <td>83</td> </tr> <tr> <td>Reading</td> <td>86</td> <td>83</td> </tr> <tr> <td>Writing</td> <td>86</td> <td>83</td> </tr> <tr> <td rowspan="3">2</td> <td>Maths</td> <td>92</td> <td>100</td> </tr> <tr> <td>Reading</td> <td>87</td> <td>80</td> </tr> <tr> <td>Writing</td> <td>85</td> <td>100</td> </tr> <tr> <td rowspan="3">3</td> <td>Maths</td> <td>84</td> <td>80</td> </tr> <tr> <td>Reading</td> <td>84</td> <td>100</td> </tr> <tr> <td>Writing</td> <td>83</td> <td>100</td> </tr> <tr> <td rowspan="3">4</td> <td>Maths</td> <td>70</td> <td>56</td> </tr> <tr> <td>Reading</td> <td>65</td> <td>44</td> </tr> <tr> <td>Writing</td> <td>68</td> <td>44</td> </tr> <tr> <td rowspan="3">5</td> <td>Maths</td> <td>75</td> <td>42</td> </tr> <tr> <td>Reading</td> <td>77</td> <td>75</td> </tr> <tr> <td>Writing</td> <td>72</td> <td>67</td> </tr> </tbody> </table> <p>Year 1- 6 pupils. 1 child new to Year 1 Maths and Reading – 1 child did not make the appropriate progress due to family problems outside of the control of school. Writing 1 child failed to make expected progress but did achieve the appropriate rate of progress.</p>	Cohort Attainment		All	PPG	% Exp	% Exp	1	Maths	86	83	Reading	86	83	Writing	86	83	2	Maths	92	100	Reading	87	80	Writing	85	100	3	Maths	84	80	Reading	84	100	Writing	83	100	4	Maths	70	56	Reading	65	44	Writing	68	44	5	Maths	75	42	Reading	77	75	Writing	72	67	During the academic year the intervention has been tightened to meet the needs of all children. It will be impossible at the beginning of the next academic year to continue the support offered by qualified teachers. The level of support will be maintained by Teaching Assistants working under the direction of the class teachers. The majority of the children have made the expected rate of progress although in some cases the rate of attainment will be below age- related expectations.	£21350
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1	Maths	86	83																																																									
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		<p><u>Year 2 - 5 pupils</u> Reading - 1 child failed to make expected progress but did achieve the appropriate rate of progress.</p> <p><u>Year 3 – 5 pupils</u> Maths – 1 child failed to make expected progress. Provision Mapping intervention in place.</p> <p><u>Year 4 – 17 children, 1 child new to Year 4</u> <u>Maths</u> – All children have made at least expected progress and in some cases more than expected progress.</p> <p><u>Reading</u> – Three children have made less than expected progress. 1:1 support though provision mapping now in place.</p> <p><u>Writing</u> – With the exception of 1 child, all children have made at least expected progress and in some cases more than expected progress. Support has been in place throughout the academic year for the child who failed to make expected progress and will continue into the next academic year.</p> <p><u>Year 5 12 children, 1 child new to year 5</u> Three children in year 5 have received 1:1 support throughout the year to enable them to access the Year 5 curriculum.</p> <p><u>Maths</u> – Most children made expected or above expected progress</p> <p><u>Reading</u> - Most children made expected or above expected progress.</p> <p><u>Writing</u> - Most children made expected or above expected progress</p>		
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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
	Targeted intervention put in place by Class Teachers and delivered by Teaching Assistants	This intervention has taken the form of group intervention and also 1:1 support. The focus has been on Literacy – reading and writing and also Maths. Evidence of the type of intervention offered can be seen in the Provision Mapping Folders.	Training has been delivered to TAs throughout the year in ways in which to deliver intervention. This has been monitored through Lesson Observations and Learning Walks and will be developed further during the next academic year. The intervention is having an impact on the learning of the PPG children	£62,200

ii. 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

<p>Attendance for PPG children is below attendance percentages for the other children in school.</p>	<p>Sign up for weekly visits from EWO Children identified quickly and methods put in place to tackle attendance and latecomers. Regular weekly awards and awards for 100% at the end of the academic year</p>	<p>Feb 2017 PPG Children 94.1% Feb 2017 Others 95.8% Although not reflected in data there has been an improvement in the attitude by parents/carers in recognising the importance of attendance. All sets of figures for attendance for the whole school are down on the previous year due to bouts of sickness and illness that have gone through the whole school. Figures for all local schools are down. The school has had 5 new children eligible for PPG join the school and attendance at their previous schools has been poor. This is now improving.</p>	<p>Approach will continue as there has been a marked impact on certain individual children's attendance. School will also continue to monitor late attendance as there is evidence that this too has an impact on persistently late children. There is a need to translate the persistent absence and late letters into other languages so we can be assured all parents have understood them. Parents are to be told their children's attendance at Parents Evenings.</p>	<p>£1140</p>
<p>Children's Well Being. Malvern Residential Trip Other Visits and Trips.</p>	<p>PPG Children to be given the opportunity to attend Breakfast Club All PPG children to have the cost of the residential Trip paid for. Other visits and trips to be paid for</p>	<p>Children who attending Breakfast Club had a good nutritious start to the day. This also impacted on the attendance of these children. Children who attended Breakfast Club had an attendance of over 96%. Those PPG children who did not attend were the ones whose attendance was below 96% This enabled the children to participate in an event alongside their peers. Self Confidence was improved and also developed independence and collaborative skills. Provided opportunities as listed above and also enrichment activities PPG children might otherwise miss out on.</p>	<p>Confidence, independence and demeanour of the children has improved and has had an impact of the work they are producing in the classroom. Therefore the costs of these activities will be continued.</p>	<p>£6,490</p>