

Review of expenditure Ingrow Primary School				
Quality of teaching for all				
Desired outcome	Action	Impact	Will this approach continue	Cost
				£185,249 - staff appointed
All teachers will deliver lessons with the 'mastery' approach for maths.	2 Lead teachers to attend TRG meetings. 2 Lead teachers to coach staff in Mastery approach.	In KS2 87% of children achieved 100+ in maths and in KS1 74% achieved ARE and 13% GDS. Through lesson studies and book scrutiny, it is evident that all teachers are implementing elements of mastery lessons. Children are accessing challenges that promote reasoning and problem solving and teaches are now beginning to facilitate children in accessing activities to develop GDS in maths.	Yes. Some teachers are further ahead in the coaching programme so this will continue to ensure all teachers are delivering QFT for Mastery in maths.	
PP children in year 6 will perform in line with their peers.	Additional TA in year 6 to support PP children in class for 5 mornings.	Additional adult in year 6 has impacted on the percentage of children who have achieved 100+ across all subjects with 60% achieving combined.	Yes. Additional teacher in year five for 4 mornings.	
100% of learning opportunities for PP children are Good and better. Attainment of all PP children is raised.	CPD for all staff and regular pupil progress and curriculum meetings.	QFT is now more evident across all year groups this has had an impact on good and rapid progress. Staff have undergone CPD to ensure QFT and knowledge of GDS is secure and is maintained for some staff members. This is an area to develop next year in reading and writing. Focus on the new year 6 reading next year. All staff have continued to review and develop the curriculum to ensure topics are engaging and relevant.	Yes.	£2,388

		<p>Pupil surveys have helped to ensure children have an input in their learning journey. Additional resources to aid engaging lessons have been purchased.</p> <p>Rising trends from 2016:</p> <p>EYFS: 56% GLD</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>GLD</th> </tr> </thead> <tbody> <tr> <td>Reception (18)</td> <td>61%</td> <td>56%</td> <td>56%</td> <td>56%</td> </tr> <tr> <td>Year 1 (30)</td> <td>73%</td> <td>66%</td> <td>65%</td> <td></td> </tr> <tr> <td>Year 2 (31)</td> <td>71%</td> <td>58%</td> <td>74%</td> <td></td> </tr> <tr> <td>Year 3 (30)</td> <td>74%</td> <td>77%</td> <td>65%</td> <td></td> </tr> <tr> <td>Year 4 (35)</td> <td>79%</td> <td>58%</td> <td>73%</td> <td></td> </tr> <tr> <td>Year 5 (16)</td> <td>53%</td> <td>66%</td> <td>73%</td> <td></td> </tr> <tr> <td>Year 6 (15)</td> <td>87%</td> <td>73%</td> <td>87%</td> <td>Combined 60%</td> </tr> </tbody> </table>		R	W	M	GLD	Reception (18)	61%	56%	56%	56%	Year 1 (30)	73%	66%	65%		Year 2 (31)	71%	58%	74%		Year 3 (30)	74%	77%	65%		Year 4 (35)	79%	58%	73%		Year 5 (16)	53%	66%	73%		Year 6 (15)	87%	73%	87%	Combined 60%		
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Children in year 4 will close the gap in learning.	Deploy an additional TA in on year 4 class.	Additional TA in year 4 for part of the year has meant that 74% of children have made good or rapid progress from their starting points in maths, 85% in writing and 93% in reading.	Yes - additional teacher in year 5.																																									
Targeted support																																												
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Children make accelerated progress in language and communication in the EYFS.	Commission the Speech and Language Therapist (SLT) from the NHS. Key worker to work alongside the speech and language therapist.	Chn screened for wellcom intervention. 11% of this group needed further intervention. 50% (1 chd) no longer need intervention - the gap has closed. Other 50% (1 chd) will be added to SEN register and will access a S&L treatment plan. 1 additional child now requires a treatment plan.	Yes	£12,500																																								

	Develop and extend programme throughout school to catch up those with communication difficulties.			
Children to access QFT off site.	Selected children to attend 1:1 tuition weekly. (Kip McGrath)	<p>Children attending have made good and some rapid progress. There has been significant impact on learner confidence and joy for learning; the children love attending. Progress made has resulted in a transfer of skills across reading, spelling and phonics. More able children are being pushed in descriptive writing and most children are transferring skills learnt into class.</p> <p>Children are improving reading age and comprehension assessment scores.</p> <p>From October to July: 8/11 73% made 2year + improvement in reading age, 2/11 18% made 1year + improvement in reading age, 1/11 8% made 6 months + improvement on reading age.</p> <p>8/11 73% made 2year + improvement in Comprehension age. 3/11 27% made 1year + improvement in comprehension age.</p> <p>9 children joined at different stages in the year from January to July and they have also made excellent improvements in reading and comprehension ages within a short space of time,</p> <p>Year 6 chn who attend this group achieved ARE in ks2 SATs.</p>	Yes - closely monitored with regular work samples and progress reports.	£14,350

Meet the SEMH needs of selected children.	Provide transport to off-site provision.	1 child currently accesses a part time placement and requires transport to the provision. The child attends off site provision to meet his SEMH needs. There haven't been any high level behaviour incidents since he attended the provision, but academic progress has been very small.	Yes - Professionals have decided that he requires long term specialist provision due to his complex needs.	£2,571
Children are able to self - regulate and engage in learning.	Children to access individual PTUK delivered by trained staff. Trained staff will deliver training to the teaching staff so that all staff will understand the purpose of Play Therapy. Offer counselling for children in crisis. Selected children to attend Thrive groups.	Play Therapy and Thrive approach have seen an increase in SDQ scores. Children are becoming more able to self-regulate and more ready to learn which is also evident in triangulation and behaviour files. 3 children achieved 100+ in KS2 SATs as a result of attending thrive group.	Yes - this has had a positive impact on children and we will continue to reach other children who are in crisis.	£2,500 -Play therapy £3,000 - Counselling £25,000 £480 Emotional resilience programme for year 5/6
Children to have access to music enrichment.	Selected children to access keyboard, guitar and cello lessons.	During this time, the children's knowledge and understanding of beat and rhythm have greatly improved. Learning to play an instrument has impacted on the understanding of division, fractions and patterns helping to develop greater depth in mathematical concepts. The recognition of music also helped to develop short term and long-term memory. In addition to math links, music also links to science and how sounds are made and altered. Playing an instrument, particularly the guitar, cello and	Yes. The children have enjoyed this. Maybe have a rotation twice over the year to offer more children the opportunity.	£2,340

		keyboard, helped to develop co-ordination and motor-skills. There has been an impact on the children's ability to work as a team in order to play as a band which in turn has helped to develop problem solving skills. Consequently, this has impacted on the children's self-esteem as they are now much more confident and performed in a concert to the parents and children in school. This has played a part in both the academic and SEMH progress of disadvantaged children		
Other approaches				
Desired outcome	Action	Impact	Will this approach continue	Cost
Attendance continues to improve. Attendance of all PP pupils will be at least in line with non pp pupils. Provide integrated care for PP children and families with easy access to support mechanisms.	Family involvement worker directed to work with PP families. Local partnership Family Involvement workers to focus on attendance, offer parenting advice in order to facilitate meetings, make links with the hard to reach families and ensure that the conditions for learning around the child are productive.	Many families have accessed support from FIW and family support. During this time, referrals to external support agencies have been made. Families have been invited to workshops, home visits have been made, and breakfast club places have been offered to help improve attendance. Attendance for PP has continued to be a rising trend which is at 94.49%. Persistent absence has improved those who have poor attendance are on cohort monitoring.	Yes. Cohort monitoring in place for those who are persistently absent.	£ 25,000
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<p>Pupil premium children continue to pass the phonics screening check in y1, Y2 PP children pass the retest.</p>	<p>Daily phonics boosting for all PP children. Identified Y2 children will access boosting</p>	<p>79% of PP children met the required standard and 100% of year 2 children passed the retest.</p>	<p>Yes</p>	<p>£10,500 £798.56 for resources to enhance provision.</p>
<p>Lower ability pupil premium pupils to make good and rapid progress from their starting points in reading and comprehension skills, and maths core skills</p>	<p>Selected children to attend morning breakfast booster clubs.</p>	<p>Children attending these groups have made good and rapid progress in school from their starting points. This is evident in data, progress reports and work scrutiny. They are keen and eager to learn and their mind-sets have greatly developed.</p>		
<p>To ensure PP children have the same experiences and opportunities as their peers.</p>	<p>Invite PP children to extra-curricular clubs. Offer respite for both parents and children who may need it. Provide PP children with stationary equipment and children/Parents with SPAG/Phonic prompt books. Subsidise/pay for school trips. Selected families to receive uniform vouchers.</p>	<p>A number of children were invited to extra-curricular clubs. This allowed children to engage in new experiences and sporting activities; also impacting on aspirations and self-esteem.</p>	<p>Yes</p>	<p>£10,000</p>