



## Pupil premium review of expenditure 2016/17

1. Review of expenditure				
Previous Academic Year		2016/17		
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 support is in place for those pupils who are both disadvantaged and SEN making sure that they have the best chance of making good progress and attainment.	<b>CPD for Teachers &amp; TAs</b> <b>This will include purchase of resources for any intervention/ classroom work as required</b>	By the end of Year 6 PP pupils attain well and make good progress, with in year progress increasing for all year groups.	Cluster INSET day was an excellent way to share good practice and attend informative workshops; staff immediately started to trial new ideas following the day and have seen impact. This, in line with the Reading Inference training, has increased knowledge and confidence of staff thus impacting on learning (quantifiable with summer data).  A TA was also trained with the Catch-up Literacy intervention (EEF recognised approach)	See spending plan
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

Improve progress for disadvantaged pupils	<b>Focused TA work Precision, Intervention &amp; Group Teaching</b>	Most children made good progress with some making better than expected progress. Outcomes at KS1 & 2 continue to be strong for disadvantaged pupils (at least equal to or above national).	Precision intervention teaching allows us to personalise the support to the child(rens). This also means more focused assessment and accelerated progression. This was developed this year into using pre & post teaching sessions which have enabled children to succeed and become more independent within lessons. This will continue into next year.	See spending plan (22 hrs per week TA time)
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### iii. Other approaches

<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>
Ensure that no pupil is disadvantaged from attending or accessing wider opportunities due to financial hardship.	<b>Financial support given individual or by reducing costs for wider Opportunities/extended schools</b>	This has had a positive impact for individuals and has helped to support vulnerable families (for example accessing use of breakfast club has reduced lateness).	This will continued to be offered for individual needs however to ensure that those children who don't access clubs or choose individual music lessons extra, we purchased (and will continue this into next year) wider music partnership tuition for KS2 children.	See spending plan

## 2. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

