

Appendix (iii) **Review of expenditure from previous academic year 2017-2018**

1 Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: did we meet the success criteria?	Lessons learned
Continuing improvement in progress for all pupils	Removal of setting across the school. On-going training for all staff. Review of tracking data using OTrack to ensure consistency across the year groups.	Average progress for all pupils in reading, writing and maths met end of year expectations. Weekly phase meetings take place to discuss ongoing planning and evaluations, including moderation of work completed. These were shared with Middle Leaders for English and Maths to improve their holistic view of implementation and progress across the school. Phase groups and Middle leaders reviewed interventions half-termly - to analyse their impact and give staff the opportunity to modify practice if necessary. Pupil Progress meetings take place termly. English and Maths coordinators, SENDCo and Headteacher are present to discuss progress, impact and ways forward with the class teacher. Joint meetings with the Middle leaders take place to discuss levels and progress across the school. Conversations are productive and enable the school to move forward by sharing good practice; highlighting where outstanding teaching is taking place and arranging observations by staff in school and at Ebor schools where needed.	Removal of settings has worked well and has not been detrimental to results. It gives staff the opportunity to extend the learning for all pupils and not cap expectations. The mid term and end of term meetings to review progress have given staff the opportunity to reflect on classroom and school practice and make any necessary changes promptly. Liaison between staff and middle leaders has greatly improved and middle leaders are in a stronger position to offer support and guidance if needed. Middle leaders have a solid understanding of progression through the school in their subject, along with an understanding of where the gaps are and therefore are quick to address them.
Further improve behaviours for learning and behaviour around the school.	Continued monitoring of behaviour management system. Introduce Restorative Practice across the school. Training on Growth Mindset	The behaviour system is reviewed at the end of the school year and discussed as a whole staff to decide if any amendments need to be implemented. The new system of expected, wobble, unacceptable is well embedded across the school and the children have a clear understanding of what behaviour is expected throughout the school day. The number of detentions has reduced by 50% within one year and the reasons for detentions are clearly identifiable, leading to quicker responses to address any particular hotspots. The number of children on IBPs has reduced from 6 to 2 within one year. The Restorative Practice model has been introduced to staff and the RP language is becoming common around the school. Children are becoming more able to explain their feelings and solve problems such as falling out with	Behaviour in the classroom is good because the RP system of explaining the behaviour we don't want and how to modify it, gives the children the opportunity to amend things and learn from mistakes. Consequently, learning is less disrupted and children are happy to come to school. We also use the RP model to include the class/pupils in deciding if a child's behaviour has improved. This has helped certain individuals understand that some of their behaviour is impacting on their friends' learning and feelings and this has been more powerful in helping them to modify their behaviour than if the same message is given by the teacher. Peer mediators are beneficial, especially with the younger children. We are in the process of training

		<p>a friend.</p> <p>Pupils were trained as Peer Mediators and made a positive impact in the playground - demonstrating how to play with others and turn take; and helping individuals how to solve problems especially at playtimes.</p> <p>The growth mindset is an area that has been discussed at a Senior Team level but is yet to be shared with the whole school - training opportunities are being looked into.</p>	<p>pupils in the current year 6 to be this year's PM but it would be better if we had introduced them at the end of last year and use the existing PM to model the process. To ensure this happens at the end of this year.</p>
Improved progress and attainment in maths	<p>Further develop bank of activities for 'mastery' of maths linked to the Maths Hub work.</p> <p>Training of all staff on Maths Hub Mastery</p> <p>Visits to other schools.</p>	<p>Outcomes for maths at all stages (FS, Y2 and Y6) was above local and national results in July 2018, with particularly good progress for the more able. The Maths Hub Mastery is well embedded throughout the school. The training from the Maths lead and link support with White Rose has been well received by all staff and evidence of this is shown in pupils' books and teachers' planning.</p> <p>The maths lead has carried out regular monitoring of pupils' work; staff planning; pupil voice; and lesson observations. All evidence supports that teaching of Maths Mastery is good, if not better, and that pupil progress in maths continues to improve.</p> <p>Staff have a better understanding of what greater depth looks like in maths; they are better able to plan the maths lessons, using procedural variation to challenge all abilities.</p>	<p>Staff now know what greater depth looks like; how to challenge more able pupils at the mastery level; that all pupils should access the mastery level.</p>
Total Cost	£10 600		

2 Targeted support			
Desired outcome	Chosen action/approach	Estimated impact: did we meet the success criteria?	Lessons learned
Progress and attainment of Year 6 pupils (with key focus on PP children) inline/above progress of National data for	TA intervention support for English and Maths and SEBD	<p>Pupils were assessed and gaps identified. Detailed plans of who needed intervention were put in place with nominated staff to deliver them.</p> <p>(it must be noted that all pupil premium pupil have a challenging target of 1 point more than non-pupil premium children.)</p>	<p>Formal assessments against year 6 objectives were useful to be carried out early in the school year to ascertain what interventions, if any, were needed. Important to target specific aspects in short periods.</p> <p>Close monitoring of all PP pupils very effective.</p>

Reading/Writing/Maths		<p>There were six Year 6 pupils: Reading and Writing - 50% met their challenging end of year target 50% were 1 point off their end of year target but achieved expected progress for year 6. Maths - 66% met their challenging end of year target 33% were 1 point off their end of year challenging targets. Average steps progress for year 6 PP pupils was better than average (6 points) with Reading 6.2; writing 6.5; and maths 6.5.</p> <p>Whole school, there were 36 PP pupils: Reading - 50% met their end of year targets 50% were 1 point off their challenging target. Writing - 61% met their end of year targets 13 were only 1 point off their challenging target, 1 pupil was 2 points away. Maths - 58% met their end of year targets 13 out of 15 were only 1 point off their challenging target.</p>	
Progress and attainment of PP children inline/above progress of all for maths	Research and implement KS2 maths interventions	At the end of the year the average steps progress in maths for all pupils was 6. For pupil premium children it was 5.9 86% of all pupils achieved their targets in maths; 72% of pupil premium achieved their targets in maths. (it must be noted that all pupil premium pupil have a challenging target of 1 point more than non-pupil premium children.	Although the figures for pupil premium are slightly lower than for all pupils, we need to be aware that our percentage of pupil premium children is relatively small and they all have a challenging target of one point more than the expected targets.
Improved progress and attainment in maths for PP children bringing them in line with non PP	Training for teachers and TAs following the Maths Hub Mastery skills.		Attainment and progress in maths has not increased this year but is similar to previous years. However, following the training received, staff are more confident in their assessment of greater depth pupils.
Total Cost	£30 630		

3 Other approaches

Desired outcome	Chosen action/approach	Estimated impact: did we meet the success criteria?	Lessons learned
Class teachers use analysis of PP progress data to better target support	Further staff training on O'track analysis tools Moderation of marking and assessing between staff in the same year groups and year groups either side to ensure consistency	All staff confident in who the PP children are and what their needs are. All PP pupils have a case study file in which all relevant documentation is collated to create a full picture of the pupil. PP progress is tracked by class teachers and SENDCo to ensure they receive the necessary intervention / support when needed. Year groups and whole school staff moderate pupils' work throughout the year. During PPMs, coordinators will include a PP pupil to review to ensure marking and assessing are consistent and accurate throughout the year group and school.	PPMs are very useful for moderation purposes. Otrack is easy to use to track all pupils and it is possible to identify the PP children quickly to track their individual progress.
To meet the targets set for LAC at their PEP meetings	Use LAC funding in line with PEP recommendations	LAC meetings were carried out with relevant outside agencies. Meetings have now moved to termly and the criteria for applying for PP grant money has changed - this ensures the LAC pupils received the required support to meet their individual needs. All targets have been met.	It is important to be very specific with LAC targets and regularly monitor how they are performing throughout the term.
All PP children given opportunity to attend residential visit for SEBD development	Support parents/carers of PP children in meeting the costs of educational visits	All pupils attended the educational visits and all PP pupils who wished to attend residential visits did so. The visits were beneficial both academically and socially.	To discuss in the previous year the potential visits planned, with an estimate of cost, to ensure enough budget is set aside to offer financial assistance if required.
Total Cost	£5 500		
Total expenditure	£46 730		