

6. Review of expenditure				
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

<p>Improved confidence in language skills, improved vocabulary, improved progress in reading and writing.</p> <p>Improved attainment throughout school for HA PP children in particular.</p>	<p>Teachers trained in 'Talk Boost'. Lead teachers will lead training for all TA's who will then target specific PP groups within EYFS and KS1 classes. Discussions will be ongoing between lead trainers, teachers and TA's.</p> <p>To release teachers to deliver intervention work on a daily basis. KS1 and LKS2 classes given dedicated time from SENDCO who can release the classteacher to deliver intervention in a timely approach, reacting to assessment of recent lessons and children's performance. UKS2 classes supported by HLTA to cover classes for 2 afternoons to release the classteacher to deliver timely intervention in response to daily performances of individuals within a lesson or series of lessons.</p> <p>TA's to be employed every afternoon to assist teacher led delivery of lessons and interventions.</p> <p>Teachers deliver extra phonics HLTA deliver maths target group</p>	<p>Excellent progress tracked by KS1 pupils – thorough monitoring by EYFS lead (ME). TA's confident to deliver and children moving through understanding spoken language, vocab, sentences, storytelling and social interaction. See monitoring file for each classes results. All children made substantial progress.</p> <p>Pupil progress meetings monitored the progress of disadvantaged children with their classteachers and TA's.</p> <p>The % of disadvantaged ch. Achieving ARE in reading end of KS1 2017 was 50%. This is a slight dip of 8%, or 1 pupil from previous year, but greater % of LADAPs made accelerated progress to meet ARE. Increase of 14% achieving greater depth including 17% of MADAPs.</p> <p>KS1 writing-disadvantaged ARE increased 10% to 43% with greater % of MADAPs achieving ARE and GDS than in 2016.</p> <p>Maths KS1 – remained at 50% achieving ARE, none achieved greater depth.</p> <p>KS2 –low and high prior attainers disadvantaged pupils is in line with national data for non-disadvantaged in reading but behind for MADAPs. Writing – attainment of pupils achieving higher standard is above national for non-disadvantaged as well as for the high prior attaining disadvantaged HADAPs.</p> <p>Maths – each of the prior attainment groups for disadvantaged demonstrate good and expected progress in line with national with a slight difference between the whole group and non-dis nationally which has narrowed since the previous academic year. Our use of Maths No Problem is having impact for all groups.</p> <p>Current Year 3- 16 pupils Reading 50% on track, Writing 50%, maths 56%.</p> <p>Year 4 –12 pupils R-58%, W-33%, M-58%</p> <p>Year 5 – 11 pupils R-82%, W-45%, M-64%</p>	<p>To commence ASAP in Autumn term.</p> <p>Writing ARE still an area of focus overall for disadvantaged pupils in writing at KS1.</p> <p>This cohort is an identified area of focus as they move into Y3.</p> <p>To analyse further the middle ability of non-disadvantaged pupils within other groups.</p> <p>In writing, as a whole group we have identified attainment in % achieving ARE is an area for development as this is below national for non-disadvantaged.</p> <p>Writing in KS2 disadvantaged pupils appears to underperform compared to reading and maths. A clear focus especially in Y4.</p> <p>From data and clear understanding of the pupils and their barriers for learning, school needs to address the progress of key individuals who continue to fall behind their peers especially</p>	<p>37,700</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
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<p>Improved personal resilience, self-esteem and behaviour around school for group of identified individuals</p>	<p>To employ a Learning Mentor who will work towards improved personal skills and esteem by offering nurture, behaviour and confidence building sessions. To work 1:1 with identified issues and provide strategies to help our children. To create a quiet, safe area to which targeted children can find support to discuss, control emotional issues.</p> <p>To employ a Family Support Officer to work with vulnerable children and families and provide support by directing families to relevant agencies. To encourage better attendance and health for targeted families and improve parental support by helping parents understand how they can improve their child's learning through workshops and close relationships with families. By May 2017, 'Positive Parenting' courses will be delivered by FSO (trained Spring 2017). Family Support Officer to organise cookery opportunities for parents and their children and courses on E-Safety To provide access for certain individuals to professional psychotherapy to help address attachment and relationship issues</p> <p>To promote 'Growth Mindset' strategies throughout school as part of the School Development Plan. Staff training will initiate whole school lessons and assemblies.</p> <p>To work with staff from Golden Hill (Referral Unit) to help assess and manage particular behaviours over 6 week programmes.</p> <p>1:1 TA support for 1 child including EHC funding.</p> <p>TA's to deliver nurture support, nurture group work, self-esteem groups, playtime support, liaise with parents.</p> <p>Adults to deliver Homework Club and Breakfast Club to provide stability before the school day and opportunities to work with support on homework to prevent any falling behind their peers.</p> <p>Trip subsidies for disadvantaged pupils.</p> <p>Sport coaching, resources, equipment for disadvantaged pupils.</p> <p>Extra music tuition for disadvantaged pupils.</p> <p>Change for Life programme</p> <p>Road Safety programmes</p>	<p>Learning Mentor significantly helped to improve some identified children's emotional needs and clearly helped them to cope with the demands of school and their outlook. The Acorn Room became a space to discuss issues and give time out to some children struggling emotionally.</p> <p>FSW involved with over 30 families in school and now trained to deliver 'Positive Parenting'. She is very involved in the health and hygiene of many children. She is often called on by parents to get children to school who are refusing, picking up from refuges and daily helping to understand the sometimes complex needs of disadvantaged pupils and their families.</p> <p>In Summer Term, school decided to employ a new counsellor. New counsellor started to work with key individuals x6.</p> <p>Golden Hill supporting 2 pupils. School is also looking to work in partnership with our cluster of schools and create a similar unit dedicated to signed up schools.</p> <p>1:1 TA ensured 1 pupil working well below ARE was supported both behaviourally and academically.</p> <p>PP grant helped subsidise trips eg. To the theatre, RobinWood Activity centre and funded sports coaching for groups as well as individuals. 12 Y6 children received extra music tuition. Change for Life and Road Safety successfully completed.</p>	<p>This provision for our children is essential. To help children remain ready to learn and overcome their own personal barriers. The Breakfast Club enabled some key individuals to start the day positively and improved punctuality and attendance. So this too is an essential provision for St. Peter's.</p> <p>'Positive Parenting' courses vital to commence to fill the gap not met by CAMHS.</p> <p>Our own Learning Mentor's role overlapped with existing counsellor used by previous head. It was felt we needed more psychological expertise and a different style with our children.</p> <p>School has recognised the need for support from behavioural specialists to help give guidance to teachers as well as work alongside some pupils. There has also been a lack of places at Golden Hill that has severely affected the provision for 2 pupils. More provision is required of this nature.</p>	<p>£83,300</p>
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<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned</p>	<p>Cost</p>

			(and whether you will continue with this approach)	
<p>Absences for disadvantaged pupils will improve.</p>	<p>Administration of monitoring of registers and first day response procedures followed. Falling behind 96%, triggers Attendance Strategy: first day contact, traffic light letters, phone calls, staged letters, meeting in school or home visit, parenting contracts, attendance panels, support from Pupil Attendance Support Team, penalty notices, prosecution.</p> <p>Administration of Persistent Absence Report to track individual children who fall behind the national average of 8.8% sessions missed.</p> <p>Dual registration procedures for children at other schools eg. Golden Hill.</p> <p>Family Support Officer to monitor specific families and work with outside agencies brought in to support or referral to Pupil Attendance.</p> <p>TA's daily monitor and intervene with parents to support better attendance.</p> <p>Attendance Award termly given for good attendance</p> <p>Adults in school provide Breakfast Club to promote better attendance and improve attitude to school</p>	<p>Disadvantaged pupils attendance at 8.4% compared to national figure of 8%. School as a whole has 96.6% attendance. Disadvantaged pupils still make up most non attendance and this will continue to be a main priority for school.</p> <p>FSW is in frequent contact with specific families to promote and enable children to attend including collecting children.</p> <p>New administration by Office staff compared to TA role has immediately improved monitoring and quick triggering of next step strategies.</p> <p>Good class attendance celebrated.</p> <p>Breakfast Club definitely helps some problematic attendees to arrive early for school and become focused and positive about their day ahead.</p>	<p>Some children still on roll yet have left our school.</p>	<p>£9,500</p>

7. Additional detail