

1. Review of expenditure for Pupil Premium (PP) children				
Previous Academic Year		2019-20		
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
Ensuring that all pupils have access to the highest quality education to ensure high-quality learning.	High quality teaching provided for all children through the use of suitably deployment of trained teachers and teaching assistants.	Through the monitoring of teaching, the quality of teaching was judged to be at least good. Many examples of outstanding practice were seen. Through speaking with children, they had memorable learning experiences in which there are clear links between subjects and prior learning.		
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
<b>A and B</b> Develop key English skills (reading and writing) through creative teaching of the new curriculum with support if and where needed. (link to Barriers A and B)	Class support by TA including in Guided Reading 1:1 or small group tuition in targeted areas such as comprehension, identified by the class teacher. Before/after school support for over-learning Bug Club online reading scheme subscription. Access to a huge range of books online.	No SATS data/school closed at the end of March 2020 due to COVID-19: teacher assessment data collected form teachers at the end of Autumn term for individual children.	More specifically targeted approach to the PP children by TAs during class time has shown a positive impact on achievement.  TAs had a weekly timetable specific to PP children and annotated accordingly to ensure more targeted support.  Termly record of impact of interventions and support on the children kept by PP lead.	Bug Club subscription: £930 TA and teacher support: £6000 Academic tutor £250

<p><b>A and B</b></p> <p>Academic progress in Maths will improve due to strategies and resources implemented. More of current year group's curriculum is accessible. Gaps are narrowed/filled</p>	<p>1:1 or small group tuition in targeted areas, identified by the class teacher. Before/after school support for over-learning opportunities. Ad-hoc interventions for children who have not understood in the lesson</p>	<p>No SATS data/school closed at the end of March 2020 due to COVID-19: teacher assessment data collected from teachers at the end of Autumn term for individual children.</p>	<p>More specifically targeted approach to the PP children by TAs during class time has worked.</p> <p>TAs had a weekly timetable specific to PP children and annotated accordingly to ensure more targeted support.</p> <p>Termly record of impact of interventions and support on the children kept by PP lead.</p>	<p>TA and teacher support: £6000</p>
<p><b>A, B and C</b></p> <p>Academic progress in writing will improve due to strategies and resources implemented. More of current year group's curriculum is accessible. Gaps are narrowed/filled</p>	<p>1:1 support in lessons with access to Quality First Teaching and inspirational resources such as Pathways to Writing. Some specific GPS support and over-learning opportunities</p>	<p>No SATS data/school closed at the end of March 2020 due to COVID-19: teacher assessment data collected from teachers at the end of Autumn term for individual children.</p>	<p>More specifically targeted approach to the PP children by TA's during class time has worked.</p> <p>TAs have a weekly timetable specific to PP children and annotated accordingly to ensure more targeted support.</p> <p>Termly record of impact of interventions and support on the children kept by PP lead.</p>	<p>TA and teacher support: £6000</p>

<b>D</b> Academic progress made as a result of increased emotional literacy, confidence and self-esteem.	ELSA supervision sessions for 2TAs Use of the ELSA to help children develop strategies to calm and manage difficult situations. Small group turn taking sessions. Educational psychologist. Plan-do-review cycle to provide strategies and resources for staff. Music lessons Residential visits	No SATS data/school closed at the end of March 2020 due to COVID-19: teacher assessment data collected from teachers at the end of Autumn term for individual children.	Continue with current strategy	Music lessons: £1232  ELSA: £500  Total: £1732
<b>iii. Other approaches</b>				
<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>