Pupil Premium Grant Review of Expenditure 2017-18

1. Review of expenditure				
Previous Academic Year		**2017-18**		
i. Quality of teaching for all				
Desired outcome	**Chosen action/approach**	**Estimated impact:**	**Lessons learned**	**Cost**
A: All pupils eligible for Pupil Premium funding make at least expected progress in Reading, Writing and Maths.	Quality First teaching Evidence will be gathered from book looks, observations, planning, learning walks, questionnaires and data.	All pupils have made expected progress from their starting points. Evidence and monitoring demonstrated a good to outstanding level of learning and applying skills from first quality teaching. Pupils with and EHCP/SEND have made expected progress but this is significantly below ARE for their year group due to their high complex needs. Planned inclusively into the whole class sessions where suitable to find an appropriate balance.	Subject Leaders have been instrumental in monitoring and developing their curriculum area to ensure quality first teaching is visible. The support from the Maths and English advisors has impacted on Teaching and Learning	£3,398-85 Specialist teachers. Teacher cover English CPD £960

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B: Classroom provision caters for all learners with a particular focus on pupils that are eligible for Pupil Premium with SEND and/or AEN needs.	Quality First teaching Evidence will be gathered from observations, environment audits, learning walks, pupil questionnaires and progress data.	Inclusive quality first teaching has helped to reduce barriers to learning alongside targeted interventions by make pupils more active and independent so that they take ownership of their own learning to help them to progress. Pupils are happy in school and feel they have voice to help and make changes. Pupils who have require a more tailored provision due to their complex educational needs met their expected level with the support and guidance from external agencies within the local authority.	Subject Leaders have been instrumental in monitoring and developing their curriculum area to ensure quality first teaching is visible. Growth Mindset is an area that needs to be developed to create a rich learning culture foo all learners. Reviewing whether the tailored provision is suitable for pupils with high complex SEND alongside professionals from external agencies and parents	

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ii. Targeted support				
Desired outcome	**Chosen action/approach**	**Estimated impact:**	**Lessons learned**	**Cost**
A: All pupils eligible for Pupil Premium funding make at least expected progress in Reading, Writing and Maths.	Targeted half termly interventions both 1:1 and in small groups delivered by support staff with advise from external agencies where appropriate	Interventions are focused and targeted by the class teacher alongside the support staff to ensure interventions are evaluated for impact and to agree on next steps. Pupils with the targeted support have been able to make progress from their starting points with this extra support that is tailored to their development	CPD for support staff delivery and questioning was needed. Written up evaluations were taking longer than the interventions. Sign posting pupils to the different external agencies within BwD needs to be used further. Social and emotional external support	HLTA am: £10,351 TA3 x5: £15,455 SEND service: SEND budget
B: Classroom provision caters for all learners with a particular focus on pupils that are eligible for Pupil Premium with SEND and/or AEN needs.	Inclusive learning environments across school in classrooms and in intervention spaces that provide individual learning tools and resources. Additional support staff deployed effectively.	Interventions and learning spaces have been utilised by classes to support pupils for targeted innervations Tools and resources have been utilised to support interventions and strategies that have been provided with CPD from the SLT to support the delivery and impact of interventions.	CPD and modelling is required to deliver targeted intentions that have been modelled by the class teachers.	

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iii.Other approaches				
Desired outcome	**Chosen action/approach**	**Estimated impact:**	**Lessons learned**	**Cost**
Pupils eligible for Pupil Premium funding attend extra-curricular activities and take part in enriching opportunities that impact on their confidence and self-esteem.	Sports coach provides high quality sports coaching and organizes the participation in intra school sports events and competitions. Opportunities for all year groups to access extra-curricular activities delivered by school staff Makaton Masters for pupils who are both verbal and non-verbal	All PPG pupils are accessing sports coaches and clubs before, during or after school The sports subject leader is monitoring PPG pupils to ensure they are participating in out of school events such as competitions. Pupils who are eligible for the PPG and have SEND/EHCP are accessing extra-curricular activities at lunchtimes through the choir and Makaton Masters clubs. Sporting activities are available 2 or 3 times a week through choice. Financial support has been provided	Wrap around provision has enabled all pupils to access extra-curricular provision. Gymnastics and Dance has been a big hit each term. Further curriculum clubs to be put in place to allow for other curriculum interests to be developed. Including DT, Science and STEM sessions.	£500 per half term A need basis for clubs and trips.