



**1. Review of expenditure (July 2017)**

**End of Academic Year**

**i. Quality first teaching**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
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<p>Children make expected or better attainment and talk with enthusiasm about their academic future.</p>	<p>Pupil progress meetings (termly) will inform how the children are achieving. Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. Children will be inspired by visitors who talk about their jobs/careers.</p>	<p>Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture, forest school, 1:1 specialist support).</p>	<p>There have been many reasons to celebrate this year with regards to progress in reading and maths. We are also acutely aware that we need to reference our children with regards to a broad and balanced curriculum. With this in mind, Brodie MacPhee 'Beanstalk' was originally employed as a reading recovery teacher. Her role has now evolved substantially to address social mobility in our pupil premium children. Forest School teacher has completed her training and has targeted specific children to enhance their life skills. We have deployed staff effectively, including a high number of HLTA's. They have undertaken a detailed 'Gap Analysis' that has informed intervention and precision teaching. This has been evidenced by in-school data and the pupil progress meetings have ensured rapid progress and have diminished differences. We continue to forge strong links within the world of work and enterprise. Successes include 'The Fiver Challenge', Liverpool Compact, Career Carousel, KIND, STEM have all had a telling impact on how children see their futures. Through these initiatives, we fostered a love for learning and an inspiration to achieve, therefore increasing lifelong aspirations. Building on the success of these additional opportunities a number of parents have volunteered their expertise, to further enhance the 'Quality First' teaching, as such this will become an ongoing initiative. Third Space learning 1 to 1 intervention has been successful in identifying gaps in mathematics and has provided children with a personalised agenda. This programme has raised attainment and accelerated progress, however, cost and ICT issues may restrict future usage.</p>	<p>Forest School Liverpool Compact Beanstalk HLTA T.A. training and staff cover KIND contribution Third Space</p>
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<p>PP children's reading improves in line with non-pp children</p>	<p>Teachers to model 'best practice' based upon current research which teaches high order critical thinking skills such as inference. Reading recovery teacher to be trained. One to one phonics sessions for those who need it. Books will be celebrated and enjoyed in school via the new library area.</p>	<p>Reading recovery: Children meet individually for 30 minutes daily with a specially trained teacher for an average of 12–20 weeks. During a short-term instructional intervention, children make faster-than-average (i.e. accelerated) progress that permits them to catch up to their peers and continue to work on their own within an average group setting in the regular program. Results indicate that Reading Recovery meet the challenge of closing the gap early before a cycle of failure begins. Teachers model and teach critical thinking skills through 'think out loud'.</p>	<p>Reading Recovery Teacher – making a striking impact on the carefully targeted children. The individual progress of each child is tracked with everyone making rapid progress, therefore closing the attainment gap. Due to the impact on the targeted children, coupled with the deployment of a highly skilled literacy expert, the Successful Reading Partnership will be rolled out. This will aim to train all members of the support team to deliver a carefully tailored literacy programme. We are committed to continuing the yearly CPD of the Reading Recovery programme to enhance this provision.</p> <p>One to one phonics sessions have been implemented to support those who need it. Y1 Phonics screening check has shown this has impacted positively on results (85.3% of children working at expected standard) 100% of our Y2 tested achieved expected standard. There is a 3 year upward trajectory in this area.</p> <p>The end of KS2 in Reading shows that our PP children make slightly better progress than the national other pupils. A robust system of lesson studies, with a clear focus to develop reading comprehension has had a major impact. We aim to develop this whole school approach in the next academic year.</p>	<p>Reading Recovery Teacher Reading Rockets IDL Dyslexia programme Nessy Dyslexia Programme Lesson Study Costings</p>
<p>Children adopt a growth mindset</p>	<p>Whole school approach to the adoption of a growth mindset. Learning muscle posters are visible around school and all staff and children display the qualities of; Don't give up Have a go Be curious Cooperate Keep improving Enjoy learning Use your imagination Concentrate</p>	<p>Researchers have found that building a growth mindset helps children at school; making them more motivated, more engaged in the classroom and likely to receive higher marks and greater rewards from their work.</p> <p>Research conducted has found that developing a growth mindset has a positive impact on children's learning, attainment and, more importantly, understanding of the learning process. Research also suggests that having a growth mindset increases children's ability to try all sorts of different challenges and problems that they might not have otherwise tackled.</p>	<p>Children talk about academic goals with excitement displaying a 'growth mindset'. The successful implementation of the mastery 'text book' approach to the teaching of mathematics, demonstrated in the 2017 outcomes, plus the in school data supports this. Children talk about their education with enthusiasm and the promotion of a growth mindset has been influential in the development of character, social and emotional skills.</p>	<p>In – Service training</p>

<b>ii. The Extra Mile</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>
Children are able to talk about their feelings in a controlled way and develop strategies to always recognise their self-worth	Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength. Assemblies will encourage children to be ambitious and consider their strengths and where they might use them.	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work and recognise their own worth.	We believe that partnerships, rather than projects or individual short term projects and interventions have had an impact on pupil learning. As a school, we are driving forward the notion of larger team partnerships. We have worked together to design and develop programmes of study and learning opportunities that will further the needs of varying cohorts. A prime example of how these partnerships evolve, would be the developing role of our new 'Gather in Circle' facilitator who is employed two afternoons per week. This nurture time ensures that children can now become more engaged in their school work and recognise their own worth. These sessions enrich the learning experience of vulnerable and disadvantaged children and has enabled individual children to thrive, through holistic, creative and expressive approaches. Discrete monitoring of circles and feedback from parents and children has ensured that this is implemented well.	Gather in Circles Attendance and Punctuality coordinator Pastoral Support
The attendance and punctuality of PP children improves	If travel is an issue for families they will be offered ways to help. EWO will be involved with families whose attendance falls below 87%. Awards are given to children who have 'good' attendance.	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.	We recognise that attending school regularly and on time has a positive impact on learning, progress and therefore the best life chances for our pupil premium children. Excellent attendance and punctuality is the key for their success. Therefore, we must ensure that attendance and punctuality are the highest they possibly can be in order to prepare our children for their future adult life. The strategies implemented by the Attendance & Punctuality coordinator and strong pastoral team, such as: EWO advice and support, weekly attendance rewards, termly initiatives, first day response, letters to parents, assemblies and PSHCE lessons have had a very positive impact and have resulted In a yearly improvement.	

lil. Enrichment				
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>PP children are afforded the same enrichment opportunities that their peers are exposed to (cultural visits, holidays, clubs/hobbies)</p>	<p>Subsidised/funded enrichment opportunities including residential, holiday clubs and educational visits</p>	<p>Hands-on learning activities outside the classroom lead to better achievement, standards, motivation, personal development and behaviour. ( <u>OFSTED: Learning outside the classroom How far should you go?</u> ).</p> <p>Learning outside the classroom is rewarding for both teachers and pupils alike. Discovering new places such as places of worship, museums, galleries and exhibits undoubtedly adds extra depth to pupils' and students' learning and experience. Additionally, all children deserve the opportunity to experience new things and enjoy the company of their friends. We are exceptionally proud of the wide and varied programme of residential and non-residential visits we undertake. Utilisation of the pupil premium ensures ALL children are afforded such opportunities.</p>	<p>Carefully planned enrichment opportunities represented an opportunity to help our PP children grow and acquire important social, emotional, cognitive, and physical interests. Through the delivery of a diverse range of targeted activities, we were able to support the academic challenges facing the children each day in school, thus creating a thirst for learning and the opportunity for them to explore a range of hidden talents.</p> <p>These additional opportunities, provided both in school and within our local area, included a plethora of museums, galleries and resources. This has ensured a broad and balanced curriculum and the enhancement of many subject areas including: Art, PE, History, Music and ICT.</p> <p>We have made substantial contributions towards the cost of residential visits to Barnstandale, Manor Scotland and Serre Chevalier. The varied and high quality school trips on offer mean teachers can create experiences that enhance pupils' classroom learning, adding opportunities pupils may not otherwise have, particularly in the case of St Vincent de Paul where children have limited access to natural outdoor environments in their day to day learning.</p>	