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| 1. **Review of expenditure**
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| **Previous Academic Year** | **2020-2021** |
| 1. **Quality of teaching for all**
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| **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** |
| Ensure that all day to day teaching meets the needs of each learner, so that those children eligible for PPG, but already working at or above EXS, continue to progress and retain their current levels of achievement. | Purchase of the Rotherham School Improvement Service (RoSIS) CPD offer. This doesn’t take account of the cover costs associated with having staff out on the courses.  | In some year groups the gaps have closed in Reading, Writing and Maths. In Reading in Y1 and Y6 PP children are now out-performing non-PP children.  | Proved very difficult for new starters to catch up. This needs to continue with specific training to take place regarding PP children. | £13,000  |
| To provide support for identified children to catch up their reading, writing and maths skills in order to narrow/close the gap (PPG and non-PPG pupils)  | To employ a TA to deliver good quality intervention support for pupils identified in Y6. | Gap between PP and their peers has closed with PP children out-performing their peers in Y6 in Reading, Writing, Maths and SpaG.  | Catch up interventions planned by teacher and TA very beneficial. | £4000 |
| To maintain careful tracking of all pupils and gaps between children who are PP and those who are not | Regular Pupil progress meetings and termly data analysis will ensure thorough conversations taking place about needs of the children. | This is working as gaps are being identified more quickly; however not always having capacity to put in staffing support. | We are going to continue with this approach next academic year. This will continue next year as staff know these pupils well. Employed a teacher (autumn term initially) to support the children.  | £8000 |
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| To reduce pupils’ anxieties so that they feel happy, safe and ready to learn. | Use of learning mentor and ELSA trained TA to deliver support work to enable pupils to overcome barriers to learning. Provided quality planned support for identified pupils including PPG pupils to overcome SEMH barriers.  | Data shows that the year groups where the Learning Mentor has worked with children, has closed the gap. Although there is still a gap, it has been minimised. | This will continue as children are more ready to learn | **£7500** |
| Pupils to feel happy, safe and ready to learn after lunch time. | Employment of Learning Mentor to support all children including identified PP and other groups of pupils during lunchtime. | Number of incidents at lunch time have decreased and therefore learning in the afternoon has been able to happen much quicker than in previous years.  | This will continue to support the children’s emotional well-being so learning is disrupted as little as possible. | £7000 |
| To ensure all Y6 pupils have access to SATs appropriate revision at home  | All pupils in Y6 to be provided with revision SATs books and work books at the beginning of the year | Pupils liked using the books and school able to more accurately target provision based on needs of children. | Purchase for all Y6 pupils and provide free not just for PP children next year | £400 |
| More careful tracking of all pupils and gaps between children who are PP and those who are not  | Tracking through Pupil progress meetings.  | This has been difficult due to COVID but tracking of different groups of children occurred at the end of last year and will continue next year. |  | £1000 |
| Identified pupils access good quality mental health support. Significant impact on targeted pupils mental health and well-being noted  | ELSA (Emotional Literacy Support Assistant) support for identified PP children through Learning Mentor sessions each week.  | Less behavioural issues noted across school but the sessions were unfortunately not consistent as cover was needed. | Ensure sessions do not get disrupted due to staffing. | £2000 |
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| To ensure that children eligible for PPG are able to take part in the wider school provision. | Allocation of funds will be absorbed into the main budget to enable specific children and families within the Disadvantaged cohort to access the following;Breakfast ClubEducational VisitAfter School Sports Club  | Ensuring PP children are in school and punctual Ensuring children have a breakfast and opportunity for ‘downtime’ before the school day. Allowing staff to engage with and build relationships with pupils outside of the classroom, which reduces anxieties and means the pupils are ready to learn.Approx 6 PP children attend each day.Cost of trips is a barrier in allowing our PP children to attend trips and experience opportunities in which they will build friendships, team build etc. More PP children are attending trips but school not getting 90% of payment. | Positive relationships established able to identify punctuality issues and home issues, ensuring children are eating breakfast. Continue next yearThis has continued to be a barrier for some parents.  | £3500 |
| Pupil premium children to experience a range of opportunities and have the key equipment they require that could be difficult for families to fund.  | Pupils to gain additional skills in non-academic area of school Full music lesson subsidy offered for all PP children  | 5 PP children are currently receiving music lessons. | After speaking with children, they are really excited about learning their new instrument. And although this isn’t taken up by all PP students, school are having positive feedback from those who are.  | £3000 |
|  |  | Total cost  | £49400 |