

Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.

7. Review of expenditure				
Previous Academic Year		18/19 Budget £29,500		
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
Continue to raise attainment in EYFS Reading, Writing, and Mathematics and communication	Targeted children and families for S&L support engage in the Chatter Chums scheme with their parent/carer. To begin October 2018	Desired outcome of engaging with families and developing speaking skills which would impact on early reading and writing skills was not really achieved due mostly to the Chatter Chums programme not being delivered effectively by outside providers. This disheartened parents/carers. School decided to train EYFS staff to deliver a S&L programme which took place later in the year. The impact of this for PP and non PP children has been effective	Will continue with the Tizzy Time programme delivered by school staff	Chatter Chums – no cost Talk Boost training £800
Raise attainment in writing by developing new teaching approaches	Staff training from Literacy Advisory Team re filling the Vocabulary Gap -Monitoring of writing lessons especially build up to writing and use of a wider vocabulary. -Book scrutinies to assess impact and how children are applying this in their work. SL to work with DHT from another school on programme to develop writing achievements in Lower Ability Boys.	<b>Tier 3 vocabulary used within all lessons as well as English.</b> – <i>Monitoring showed that this is improving and strategies have been put into place. Training was well received.</i> <b>Motivation and engagement of reluctant boy writers.</b> <i>Work with DHT from another school and CF resulted in a Boys writing club which had a positive impact on raising attainment in year 6. This needs to be rolled out to other year groups.</i> <b>Build to write shows development of writing skills.</b> <i>Monitoring has seen an improvement in development of build to write within lessons.</i>	Vocabulary and build to write needs embedding and closely monitoring this year. KS2 reluctant writers need to use successful strategies from Year 6.	Training by LCC £350 SL time £950

Quality first teaching leading to more lessons being consistently outstanding. Progress of all learners especially LA children to be good with more LA pupils meeting ARE	Staff training Use of outstanding teachers to demonstrate good practice. Lesson studies and team teaching. Appraisal targets	The results at the end of KS2 and EYFS were all above national and Lancashire standards. KS1 children were largely in line with National Standards. In the 2018/19 academic year the % of Pupils eligible for FSM has fallen to 10% which is below the national average. It is hard to draw conclusions from this small cohort. Attainment of PP children are largely in line with non PP children and the gap is closing. However, PP with additional SEN needs are not achieving in line with ARE Coaching, mentoring and lesson studies all took place.	QFT has to be the key to ensuring pupils progress and achievement. We were helped last year by having additional teaching staff. More focus needs to be placed on PP pupils with additional needs. Monitoring needs to closely focus on this group of children, plus PP children who are targeted to reach GDS. In 2019/20 this will be a focus – ups teachers will have ownership of this group of children and they will track progress and interventions.  We will continue of coaching and monitoring by SOE teachers and SL's	
<b>Total budgeted cost</b>				£2,100
<b>ii. Targeted support</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 in receipt of PP funding make accelerated progress and begin to close the gap towards meeting ARE at the end of the academic year. EYFS pupils in receipt of PP meet the expected standard in the ELG's	Interventions carried out by Class teachers. 1-1 or small group  Miss Dugdale – Phonic intervention.	Class teachers report that this has had an impact on all pupils – PP children and non PP children who receive targeted interventions by a class teacher.	This system will continue as is it very effective. Monitoring needs to be more consistent and rigorous.	£16,000

TA interventions for pupils who need targeted support – those receiving PPG who are also SEN	1-1 or 1-2 targeted support working with SEN support plan targets. TA's to undertake over – learning and specific programmes. EG Speech and language	Precision teaching and over learning strategies have been successful.	This approach will continue.	<b>£6,082</b>
Identify barriers to learning which include attendance and social issues.	SLA taken out with CANW which provides counselling and emotional support for children and families who are experiencing difficulties.  Play therapy for those children struggling at home/school with emotional/behavioural needs.	Pupils and families benefited from this and it did improve some children's emotional well being and readiness to learn.	This approach will continue. The use of outside agencies and specialist providers helps to support children and families with emotional difficulties.	<b>£4000</b>  <b>£240</b>
<b>Total budgeted cost</b>				<b>£26,322</b>
<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>
To offer our pupils a wider breadth of experiences, inc curriculum learning and extra-curricular and residential activities	Governors will ensure pupil premium children have the same opportunities as others through funding clubs , music lessons and residential visits when necessary.	We offer a significant range of carefully chosen trips and visitors to our children to support their learning. Pupils eligible for PP funding will receive at least £50 each towards extracurricular activities.	Visits and visitors will be quality - assured against work outcomes.	£2,000
<b>Total budgeted cost</b>				<b>£2000</b>

<b>Total budgeted PP cost</b>	£29,500
<b>Plus extra from School Budget</b>	£922
<b>Overall Total Cost</b>	£30,422