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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2018/19** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen approach** | **Estimated impact:** | **Lessons learned** | **Cost** |
| To reduce the gender gap of underperforming boys in English | Sept and Oct 2018 INSET time was used to look at the differences in boys and girls learners using the work of Carol Dweck, Neil Farmer, Gary Wilson and Sally Featherstone. To provide all staff with an understanding of the different needs of boys learning.  We also used Active Literacy training (Sports Funding) to look at promoting physical activity within learning.  All teachers undertook No Nonsense Spelling training to promote the teaching of | All staff are more aware of the developmental differences between boys and girls and the need to adapt an approach.  The spelling approach has more consistency across the school using both Letters and Sounds and No Nonsense Spelling. In Nov 2018 16 Y4 children had a SA of 10+, in June 22 children scored 10+  The gender gap across Y1 – 4 in July 2018 for reading was 14% in July 2019 it was 9%. In writing it had reduced from 24% to 16%. Rates of progress for the genders were similar - | We are continuing to identify differences in gender outcomes, in particular for English. Outcomes for writing within GTAT is a focus for GTAT as a whole.  Greater understanding of boy’s development will continue to sit within the teaching and learning element of the SDP – GTAT are working directly with Gary Wilson - to ensure that the provision offered to boys is best practice.  The school approach to spelling will be revisited within the SDP following a School Peer Review visit that highlighted good practice but an opportunity to make marking and feedback more effective. | £0 |
|  | spelling.  Parent spelling workshop in Autumn 2018 was well attended.  Short reading workshop presented to parents on the back of the open afternoons | Over 80% of parents were in attendance. Reading outcomes across the school remain strong. The amount of recorded home reading is still inconsistent | Ensuring that reading at home is given priority by parents remains a focus due to inconsistency |  |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Pupils achieve an ARE in English with a specific focus on acquisition of good CLL in EYFS and Phonics in EYFS, Y1 and Y2  Ensuring that pupils in KS2 remain on track for an ARE at the end of KS2 identifying dips in progress from prior attainment, ensuring that support or intervention is in place  Support children with home reading/learning tasks | TA support each morning in all classes – YR TA support all day. Maths and English discrete lessons taught in the mornings. Target groups and intervention groups are taught by classteacher and TAs.  Afternoons used for 2 TAs to deliver FFT Reading recovery and ECC. T2 TAs deliver specific teacher planned interventions  Additional staffing was put into the afterschool provision to enable staff to support reading | In YR the % achieving a GLD is above local and national outcomes. Y1 92% reached the expected mark for the phonics check. Y2 90% reached expected standard for reading and 77% for writing. In Y4 the ave GL score was 114 for reading with 81% achieving an ARE.  The children in Y4 doing FFT made over 2 years gain in their RA.  Progress outcomes for children are positive with over 90% of children making a year of progress.  Children had the opportunity to complete home reading diaries within the setting | The school’s intervention programme is effective, well targeted by classteachers and well led by the school’s SENDCo.  This will be maintained and the LGB has set a budget to support this work  This will be maintained. The provision is thriving meaning that this is self sustaining | £9125 |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Support children with emotional needs, well being and through transition  Ensure that all children have an equal opportunity to participate in school life  Ensure that all children have an equal opportunity to participate in school life | School ELSA provision has been maintained and children access this as needed. Alongside the school nurse support and where needed more specialist support.  The school is also adopting Trick Box to run alongside JigSaw  All clubs are offered at no charge except for Art. All visits are funded through voluntary contributions and FOPS. All parents are informed that ability to pay is not a barrier to attendance and a specific fund is available | Transition is effective with a programme of support for those identified as being vulnerable  All children took part in all visits and residential visits unless there were identified behaviour concerns or illness | This will be maintained  This is a crucial part of school life and will be maintained | £4378  Uniform - £305.40  - Extended Schools - £585  - Music tuition - NIL  - Trips - £342  Total:- £1232.40 |