



**Review of PP expenditure 2015-16**

| <b>Review of expenditure</b>  |   |  |   |             |
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| <b>Academic Year</b>  |   | <b>2015-16</b>   |   |             |
| <b>i. Quality of teaching for all</b>   |   |  |   |             |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>   | <b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>  | <b>Lessons learned (and whether you will continue with this approach)</b>   | <b>Cost</b> |
| To ensure that all pupils achieve at least end of year age expected standard in Reading, writing and Mathematics. | <p>All teaching to be at least good or better.</p> <p>Professional development opportunities are provided for all staff in all relevant subjects.</p> <p>Moderation opportunities within school and across the trust.</p> | <p>All teaching to be at least good and as a result all pupils to achieve end of year age expectations.</p> <p>Success Criteria: Partially Met: All year groups in Reading, Writing and Maths have demonstrated consistently strong progress from different starting points. Sheffield assessment system, was introduced and enabled all subject leaders to be able to monitor and scrutinize progress across all 4 data points across the academic year (2015-16). Based on progress 2015-16, a large majority of disadvantaged pupils, made at least expected progress across Reading, Writing and Maths and average at least 25% of them closed the gap during the academic year 2015-16 to achieve expected Age Related Expectation across Reading, Writing and Maths.</p> | <p>Y2 and Y6 the interim Frameworks for the end of year expectations were introduced in April 2016. They showed how expectations had been raised especially in Writing.</p> <p>The Sheffield Assessment system was robust in the being in line with the 2016 outcomes.</p> <p>More targeted teaching will need to be happen in terms of teaching of basic skills and applying them.</p> | £20000      |

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| To ensure that all pupils achieve at least end of year age expected standard in Reading, writing and Mathematics. | Introduction to the learning challenge curriculum – focus on a book and looked for appropriate curriculum links- leading to more meaningful learning. | Success Criteria not fully met: This has not had the impact in writing and maths in particular in Key Stage 1 outcomes as they were below national. For Writing PP (43%) against all 61% - National 65% and for Maths PP (43%) against all 61% - National 73%.   | The curriculum does need to be developed. We learned that the curriculum promoted exploring different genres of writing but it was not allowing for quality of teaching of the components of the different types. In maths, the staff have embraced the use of a more practical approach to teaching but there needs to be more targeted teaching of reasoning and problem solving. | £5000       |
| <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><br>(and whether you will continue with this approach)  | <b>Cost</b> |
| To ensure that all pupils achieve at least end of year age expected standard in Reading, writing and Mathematics. | Kumon Maths introduced to all Pupil Premium Pupils across the school YR-6   | Kumon approach to maths to support the pupils with developing their independence, strengthen their Maths Basic facts, building up learning stamina. Working in partnership with families.<br><br>Success Criteria: Not met- limited impact – Pupils were not fully engaged in the approach, parents/ carers found it difficult to maintain the level of support needed on a daily basis for the pupils.<br>55% of PP who took it up (18) achieved ARE at the end of the academic year. | We won't continue with this approach – due to limited impact due to its approach that didn't engage the pupils.   | £11,000     |



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| <p>To ensure that all pupils achieve at least end of year age expected standard in Reading, writing and Mathematics.</p> | <p>Family support worker to support identified pupils with any identified areas for support such as behavioural, family support, wellbeing and trauma / attachment which can be barriers to learning.</p> <p>Access to a Play therapist for identified pupil with specific needs</p> | <p>FSW and Play therapist work will support pupils to overcome at least some of their barriers to learning.</p> <p>Success Criteria: Target met. Pupils who have worked with these teams were able to achieve their end of year targets. Identified pupils: PP eligible</p> | <p>These resources are invaluable in supporting pupils who have barriers to learning including trauma and challenging home circumstances.</p> | <p>£10000</p> <p>£9000</p> |
| <p>To ensure that all pupils achieve at least end of year age expected standard in Reading, writing and Mathematics.</p> | <p>Use of Clicker 6 (ICT package) available at home for those PP pupils with SEN.</p>  | <p>SEN PP children who have access to Clicker 6 in school able to access it a home through the purchase of the home license.</p>  | <p>Pupils able to use the resource they use in class to use at home for their homework</p>  | <p>£650</p>                |

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| To ensure that all pupils achieve at least end of year age expected standard in Reading, writing and Mathematics. | Access to Teaching assistants / HLTA to work as 1-2-1 or small group interventions to address misconceptions, gaps in learning and provide challenge for more able | Success Criteria: Met – interventions did have impact on the small group work.   | Some of the PP pupil needed additional support during Lunchtimes and playtimes due to them finding unstructured time more challenging. | £15000      |
| <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 ensure all pupils have access to a school uniform to raise self esteem and confidence                          | Provide uniform and subsidise costs of families  | All pupils are able to wear school uniform encouraging school cohesion and community ethos.  | By assisting with the costs pupils are able to have access to a uniform.   | £500        |
| Access to educational visits to all and after school clubs  | To ensure that all children are able to attend the residential visit, after school clubs by subsidising them   | All pupils to have the experience of a residential, sports club<br>Success Criteria: Met: All PP pupils were able to attend the residential visits.          | Pupils had the opportunity to do something that they wouldn't have been able to do without the subsidy.                                | £2000       |
| Access to music tuition to all  | To ensure that all children are able to access music lessons   | All pupils to have the experience of learning a musical instrument.<br>Success Criteria: Met: All PP pupils who wished to were able to attend music lessons. | Pupils had the opportunity to do something that they wouldn't have been able to do without the subsidy                                 | £500        |

**1. Additional detail**



In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)