

<b>Review of Expenditure</b>				
<b>Previous Academic Year</b>		<b>2018-2019</b>		
<b>Problem</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>
Teaching and Learning across school remains a key focus so that practice is more consistent leading to more outstanding outcomes.	HLTAs continue to be employed to release members of the SLT so that teaching and learning for PP pupils can be improved	There have been significant improvements made to teacher's practice across the school as a result of rigorous coaching and mentoring undertaken by the SLT.	A more rigorous approach is needed that focuses on how we can improve the teaching specifically for disadvantaged pupils, drawing upon findings from the Disadvantaged Pupil Review Report 2019.	£35,000
Pupils unable to pay for enrichment activities.	Subsidise enrichment activities for pupil in all year groups such as theatre visits, residential visits and music lessons.	Through subsidies, pupils in all year groups were able to take part in 3 school visits last year and many more took advantage of music lessons and in-school visitors. Pupils in year 6, who wanted to attend the residential visit to Robin Wood, attended.	Enrichment activities will continue to be partially or fully subsidised because of the positive experiences it provides for our pupils – ones which not all pupils would experience if funding was not allocated. Further enrichments will be planned for next year. Additional music lessons have already been booked.	£7,500
Financial limitations for families purchasing uniform, PE kit and revision materials.	Year 6 blazers to be purchased for all pupils along with end of year revision guides for years 2 and 6. Spare PE kits to be purchased for all year groups.	All pupils to be fully prepared, looking and feeling smart for school. All pupils to have access to clean, correctly sized PE kit so that they can take part in PE lesson, after school clubs every week. Revision guides will ensure that all pupils feel supported in the run up to their SATs.	Funding of these items will continue to be an important aspect our plan to ensure that all pupils come to school feeling and looking prepared for the whole curriculum. Revision guides will continue to be purchased for all pupils to support them when sitting their end of key stage SATs.	£2,500

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Pupils have limited opportunities outside of school to pursue their interests through taking part in extra-curricular clubs.	Provide a range of extra-curricular activities for pupils to promote enjoyment and harness talent outside of the school day.	There was an increased percentage of PP pupils who attended a lunchtime or after school club. From 42% the previous year, this has now risen to 48%.	There will now be a more rigorous approach to monitoring the uptake of clubs for PP pupils. A wider range of clubs will be planned for next year to match the interests of a wider group of pupils. These will link to different areas of the curriculum.	£4,500
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Pupils do not always have access to resources in school which help to reinforce their basic skills and key facts.	Purchase resources to support pupils linking to number work and key facts in maths and GPS content in English.	27% of PP pupils reached the exceeding level in maths compared to 0% last year. A greater percentage of Non PP pupils also achieved the exceeding standards in maths. The percentage of pupils reaching ARE and above in reading and GPS decreased from last year.	Core leaders to monitor the impact of purchased resources. Resources must be well matched to meet the needs of individual pupils in order to address gaps in pupils' knowledge, skills and understanding. English leader to support the year 6 teacher to improve the teaching of GPS and reading. Further resources may need to be purchased to support the teaching of reading, GPS and maths.	£11,000
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Many pupils are vulnerable and experience social and emotional poverty.	The Learning Mentor will ensure that the needs of all vulnerable pupils are met effectively	By the end of the year, the school no longer had a Learning Mentor in post. New roles to support LAC and our most vulnerable pupils have been established and will continue to provide effective pastoral care and support.	Staff in the new roles will continue to be supported and receive the appropriate safeguarding training. Staff will continue to receive support from the HT and SENDCo to ensure that the needs of pupils are effectively met.	£20,000