



Great Sankey Primary School – 2019/20 Review of Expenditure



Review of Expenditure				
Previous Academic Year		2019 / 20.	Total Grant: £53, 320	
i. Quality of teaching for all				
Action	Intended outcome	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
<p>Dedicated CPD for teaching staff to support quality first teaching in the classroom. By ensuring teaching staff have the necessary knowledge and skills to accelerate learning and meet the needs of those at risk of not meeting ARE, we can support children in meeting their targets.</p> <p>High quality text led approach to the teaching of English.</p>	<p>To further improve achievement in reading so that children have best possible chances of meeting expectations – particularly in moving children towards GDS standard.</p> <p>Continue to improve achievement in RWM that all children receiving PP in Y3, 4 and 5 will make at least expected progress and meet National Expectations and some will exceed.</p> <p>Staff CPD to support with planning and delivering GSP Reading approach – focus on questioning skills and questions that promote higher cognitive thinking.</p> <p>Improved self-esteem leading to a more positive approach to schoolwork, resulting in good and better progress being made.</p>	<p>CPD delivered in relation to quality first teaching – English planning approach, whole class reading, retrieval practice. Retrieval practice now an integral part to all core lessons across school and developing In use across foundation subjects. English planned In phases with greater emphasis on outcomes.</p> <p>Whole class reading approach started in school from Y3/4 upwards – greater emphasis on higher level inference skills.</p> <p>Y6 Autumn Outcomes – 20% = 9/45 pupils are PP 56% = 5/9 targeted to achieve R, W, M combined 89% = 8/9 ARE+ Reading 67% = 6/9 ARE+ writing 78% = 7/9 ARE+ maths 11% 1/9 = targeted GD in maths Improved outcomes from end of previous year – more in line with national average.</p>	<p>Early monitoring of reading and teaching shows investment in teacher CPD to be having a positive impact on standards in the classroom, including PP children. Whole class reading approach was developing across KS2 and showed to be increasing standards – particularly those at the end of KS2 (see autumn term test scores).</p> <p>High quality text led approach continues to inspire high quality writing – PP children books looked at during cross trust moderation, including as part of LA moderator interview. PP/ English lead led the TCAT primary English Hub to share in good practice.</p> <p>Investment in staff CPD to continue to support QFT – including TCAT Leadership schemes, NPQEL, NPQH, NPQSL, NPQML + LA moderator training.</p>	£3,500
ii. Targeted support				

<p>Dedicated UKS2 teaching support through DH in Maths, Reading and Writing. Evidence over previous years has shown by targeting our children at the end of KS2 , we can help them to make accelerated progress to assist in ensuring they meet their targets and ARE expectations.</p>	<p>To support Y6 with the use of DHT teaching in Y6 alongside the two class teachers for 4 mornings a week – current Y6 PP data weaker than in other year groups / additional support in place to ensure disadvantaged children meet and exceed those their peers are achieving.</p>	<p>Y6 Autumn Outcomes – 20% = 9/45 pupils are PP 56% = 5/9 targeted to achieve R, W, M combined 89% = 8/9 ARE+ Reading 67% = 6/9 ARE+ writing 78% = 7/9 ARE+ maths 11% 1/9 = targeted GD in maths Improved outcomes from end of previous year – more in line with national average.</p> <p>Targets from PP meetings being met at end of autumn term and continuing into spring term 2020.</p>	<p>Targeted approach, particularly in Maths continues to have positive impact on pupil outcomes. New approach to the teaching of reading showing improved progress from pupils and high-quality texts in English presenting positive writing outcomes.</p> <p>DHT/HoS to continue with Maths streaming in Y6 next academic year to support in plugging gaps.</p>	<p>£29,700 including support staffing.</p>
<p>To continue with Early Talk Boost in + Speech and Language therapy.</p>	<p>Improved outcomes for Communication Language and Literacy</p> <p>Raise speech and language attainment / social skills of pupils with individual needs – having positive effect on core learning.</p>	<p>Children making good progress in Speech and Language groups being able to access core learning – PP targets being met for RWM – focus on Y6 due to previous outcomes.</p> <p>Good engagement from some pupils with S+L over period of school closure – packs and resources provided from S+L lead to support parents and children at home.</p>	<p>High quality sessions delivered from in house S&L TA continue to promote good communication skills. Due to school closure, assessments and programmes were paused in the spring term. Continued support provided to pupils and parents at home from S&L lead through use of personalised packs and resources to support pupils’ individual programmes.</p> <p>Programmes to continue next academic year with reinvestment in TA S&L lead.</p>	<p>£4500 educational resource costs.</p>

<p>Phonic approach, using Read Write Inc for consistency of approach.</p>	<p>High standards of phonics screening, especially for disadvantaged pupils meeting the same standards as peers</p>	<p>Small group teaching and regular monitoring of programme from phonics lead allowed for targeted teaching and fluid groups. Monitoring showed effective teaching and rapid progress seen in some groups. See March monitoring sheet. Pupils on track to meet targets.</p> <p>Due to closure, phonics lead and teachers recorded videos to complement each phonics set and phase to ensure pupils had access to phonics sessions during periods of school closure.</p>	<p>Small group and targeted approach works well in ensuring attainment and progress of all pupils – including disadvantaged. Positive responses from parents in relation to phonic videos.</p> <p>Approach and investment in scheme to continue in to new academic year.</p>	<p>Resources £470</p> <p>Staffing £8,500 inc. £29,700sup port staff.</p>
<p>All disadvantaged pupils read frequently, leading to increased fluency and understanding</p> <p>Reading Plus</p>	<p>TA support for additional reading sessions, particularly in KS1 including training reading buddy programme</p> <p>Continue to improve achievement in RWM that all children receiving PP in Y3, 4 and 5 will make at least expected progress and meet National Expectations and some will exceed</p> <p>Higher rates of reading in all disadvantaged pupils, leading to increased</p>	<p>Excellent progress seen in EOKS2 assessments with increase in those achieving GDS scaled scores from autumn term from 6 – 13. Of those, 2 were PP children. This is an increase from targets set at PP meetings in autumn term.</p> <p>PP targets / attainment at the end of autumn term assessments – all pupils in line with and above national.</p> <p>For most pupils, good evidence of reading at home through monitoring of reading planners.</p>	<p>Whole class reading having a positive impact across KS2, alongside investment in Reading Plus. Engagement in Reading Plus not as high over previous terms as other year groups and new approach to the teaching of reading means less time dedicated in reading sessions to use of the programme. Investment in teacher CPD has meant greater emphasis on QFT and teacher knowledge.</p> <p>Reading Plus not to be renewed in next academic cycle.</p>	<p>£6,200 educational resource costs.</p>

<p>Dedicated TAs per phase for focused intervention for pupils at risk of not meeting targets and leading on impact of provision</p> <p>Dedicated investment in TA fully trained to deliver all speech and language programmes in school.</p>	<p>Improved progress for targeted pupils</p> <p>Successful completion of Speech and Language programmes and improved oracy</p>	<p>Observation of TA's working with groups showed effective targeting as part of T&L reviews in most year groups. Autumn term data showed PP meeting targets were aspirational and children working well towards these bases on assessment outcomes.</p> <p>Speech and Language programme well established with pupils working well on their targets – effective in house S&L lead in place. These will be picked up and continued into the next academic year.</p>	<p>Dedicated TA's working well in phases with intervention groups fluid and planned in liaison with SENDCo. New timetables established In Spring term 2020 before school closure.</p> <p>TAs per phase to continue into next academic year with S&L programmes picked up in Autumn term. S&L programme support provided to pupils over lockdown with resource packs and phone calls from school S&L lead.</p>	<p>£8,500 inc. £29,700 support staff.</p>
<p>Dedicated TA support in Y1 and Y2 across the academic year to support PP pupils.</p> <p>Targeted intervention for children in KS1 delivered by TA every afternoon with targeted intervention for KS2 pupils to take place from Spring Term 1 with DH.</p> <p>Dedicated support package for TAs allocated with TCAT to promote further professional development.</p>	<p>Improved progress and skills for targeted pupils</p> <p>Upskills of teaching assistants to ensure high quality delivery, keeping on improving quality</p>	<p>Good progress seen from pupils in Y1&2 from starting points in Autumn term and evidence in books supports this from Spring term PP monitoring.</p> <p>One child / two in Y1 targeted to achieve RWM combined. Second child on SEND register and has 1:1 support. Good progress seen here. Afternoon interventions started in Spring term but abrupt finish due to school closure.</p> <p>TA CPD sessions attended – vocabulary focus.</p>	<p>TA in class support working well with interventions set up and started running from Spring term. Training in Echo reading and inference training delivered early spring term and started February 2020. No formal assessment taken place – to continue Autumn term.</p> <p>Dedicated TA per key stage for next academic year to support interventions.</p>	<p>£8,500 inc. £29,700sup port staff.</p>

iii. Other approaches

<p>Dedicated pastoral lead support for families and vulnerable children in school.</p> <ul style="list-style-type: none"> -Personal and social support from Pastoral Lead -Nurture sessions delivered by Pastoral Lead and TA -Behaviour programme delivery -Time to talk support -Lunchtime availability and club supported by Pastoral Lead and Senior Leaders -Parental engagement and support -Attendance -Personal and social support -Post adoption links with WISH and completion of Early Help Plan to support family. -Specialist tuition from music tutor to further enrichment opportunities for pupils in school with free small group music tuition in drumming. 	<p>Improved self-esteem leading to a more positive approach to schoolwork, resulting in good and better progress being made.</p> <p>Improved parental support and engagement</p> <p>External agencies supporting with individual needs</p>	<p>Pastoral lead worked with individual children throughout Autumn – Spring term. Good relationships built / established with families and support from early help providers in place.</p> <p>Staff CPD from Warrington Early Help to support wider staff in identifying needs of children and families.</p> <p>Lunchtime support provided daily from SLT – reduced behavioural issues.</p> <p>Music tuition continued through to Spring term 2020 – raising aspirations and cultural capital.</p> <p>Post Closure – Daily / Weekly welfare calls from school pastoral lead and DSL’s to support families. School places provided for some vulnerable and disadvantaged pupils.</p>	<p>Effective work from school pastoral lead in establishing and maintaining supportive relationships with vulnerable school families. Lunchtime and afternoon support effective in supporting behaviour and vulnerable children.</p> <p>Referral made with Warrington Behavioural team for one pupil to provide support – 1:1 TA appointed.</p> <p>Pastoral lead role to continue with referral system set up from Autumn term. Continue to be non-class based to support children and families.</p> <p>Specialist music tuition – retirement of music tutor. Drumming enrichment to move in house.</p> <p>CPOM system continues to be utilised effectively by all staff – to continue.</p>	<p>£29,700 – support staff budgets. Non class-based role.</p>
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<p>Attendance monitoring -first day response -letters / nudges -attendance awards -key children identified, fortnightly review -focused conversations with pupils and families</p>	<p>Improved attendance for disadvantaged pupils.</p>	<p>NB: See Attendance figures from PV.</p> <p>Pastoral lead worked well in liaison with social care and other agencies to support in improving attendance for some persistent absence.</p> <p>Support provided from school and letters / meetings held with HT to support improving attendance.</p>	<p>Attendance monitoring to continue – particularly around minority of pupils with persistent absence and those that falls below national expectations.</p>	
<p>Play Therapy, OT support, specialist consultants</p>	<p>Addresses needs of specific children who have experienced early trauma in their live Focusing on improving pupils' SEMH</p>	<p>Specialist support and consultant visits for supporting school staff in working with children + early trauma. Assessments from Warrington behaviour team to provide strategies on improving pupils' SEMH.</p>	<p>1:1 support assistant hired in Spring term 2020 - to continue.</p> <p>Continues support provided to families and pupils post school closure from School Pastoral Lead, Early Help and Scholl staff – welfare calls.</p>	<p>£2900 of visiting consultants and specialist staff.</p>

<p>Subsidised school uniform and all trips</p>	<p>All disadvantaged pupils have access to school uniform and access to all trips, including residential experiences.</p>	<p>All disadvantaged pupils have access to school uniform and access to all trips, including residential experiences. Raising aspirations and experiences of all disadvantaged pupils. Post closure – Pupils provided with FSM vouchers and technology support from school to support in ensuring access and engagement in home learning. See Health Check Report.</p>	<p>All children in school with correct uniform and have access to enrichment / extra – curricular opportunities. Good uptake of residential visits and wider curricular opportunities from PP children across school – raising their aspirations and experiences.</p> <p>Evidence collated in Enrichment Impact report – SR.</p>	<p>£2700 – Educational Visits & Enrichment £750 Uniform Subsidy</p>
<p>Enrichment programme + Children’s University</p>	<p>Disadvantaged pupils have access to all enrichment activities, increasing their cultural capital, self-esteem and life experiences</p>	<p>Disadvantaged pupils have access to all enrichment activities, increasing their cultural capital, self-esteem and life experiences Evidence collated in Enrichment Impact report – SR.</p>	<p>Enrichment programme to continue post COVID when safe to resume clubs, trips and visits / visitors into school.</p>	<p>£2500</p>
<p>Total Spending = £53,320</p>				