



Review of expenditure				
Previous Academic Year		2020- 2021		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned <i>(and whether you will continue with this approach)</i>	Cost
To increase the effectiveness of teaching through the provision of quality CPD.	<ul style="list-style-type: none"> <li>Personalised one to one coaching by a Teaching and Learning Consultant to ensure Quality First Teaching in all classrooms.</li> <li>To provide focused training on the effective use of technology for live teaching.</li> <li>All teachers to facilitate the pupils to access PUMA and PIRA assessment. All teachers to undertake an analysis of strengths and developments shown by the pupils to plan next steps for learning.</li> <li>Specialist staff training in reading and spelling for all stakeholders to address areas for development relevant to disadvantaged pupils and their barriers to learning.</li> </ul>	<p>We have worked with a number of consultants who have work alongside our teachers and leaders to further their CPD. This has had an impact in many areas of our teaching and learning and curriculum.</p> <p>Upgrading our IT resources gave more access to our children over the pandemic. This enabled them to borrow equipment to access live lessons.</p>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (EEF). This will be continued next academic year.</p> <p>Using the money for consultants to advise and work with our teaching staff has shown impact on teaching and learning. This will be continued next academic year.</p>	<b>£8142</b>



ii. Targeted support				
<p><b>Desired outcome</b> To provide effective intervention strategies, based on gap analyses, which incorporate consistent delivery; high quality feedback to pupils and the effective liaison with class teacher, tutor and pupil.</p>	<p><b>Chosen action/approach</b> To prioritise bespoke tutoring and interventions for PP pupils who have gaps in their learning. For example; The Nuffield Early Language Intervention Programme, using the class teachers and additional teachers to provide short term clear interventions to identified pupils (1/2 sessions per week) in phonics, reading, maths.</p>	<p><b>Estimated impact:</b> <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i> PP pupils identified for interventions as necessary. Interventions planned and carried out.</p>	<p><b>Lessons learned</b> <i>(and whether you will continue with this approach)</i></p>	<p><b>Cost</b> £25,028</p>
iii. Other approaches				
<p><b>Desired outcome</b> To address non-academic barriers</p>	<p><b>Chosen action/approach</b></p> <ul style="list-style-type: none"> <li>• To ensure that all pupils have access to a curriculum rich in opportunities and experiences to enhance and broaden their education and to increase their desire to engage with school.</li> <li>• To continue to support disadvantaged pupils with barriers to learning in English and maths including due to SEMH difficulties, using pastoral lead supported interventions</li> <li>• Ensure uniform is available if needed</li> <li>• To maximise opportunities for disadvantaged children to fully participate in activities at lunchtimes</li> </ul>	<p><b>Estimated impact:</b> <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i> This has enabled our children to feel a sense of belonging, allowed all pupils to take part in all trips and activities including music lessons and after school sports clubs (where these have been able to run). In addition children have felt valued and listed to as they have access to our Pastoral Lead.</p>	<p><b>Lessons learned</b> <i>(and whether you will continue with this approach)</i> Children have displayed emotional demands in coming to school and aspects of learning, impacting on their ability to progress with emphasis linked to the pandemic and home situations. The role of the Pastoral Lead has supported this transition back into school by reducing and removing the emotional barriers to allow the academic learning to take place. This will continue next academic year.</p>	<p><b>Cost</b> £12,850.75</p>