



Charlestown Community Primary School

Pupil Premium Strategy Statement

Academic Year 2016 – 2017



1. Summary Information

School:	Charlestown Community Primary School				
Academic year:	2016 - 2017	Total PP Budget:	£296,299	Date of review:	July 2017
Total number of pupils:	420	Number of pupils eligible for PP	252	Date for internal review of this strategy:	April 2017

2. Current attainment and progress: (2015 – 2016)

	Pupils eligible for PP	Pupils not eligible for PP (National Average)
KEY STAGE 2:		
% achieving expected or above in reading / writing / maths combined	27%	60%
Progress score for reading	-1.09	
Average scaled score for reading	98.0	103.8
Progress score for writing	+4.10	
Progress score for maths	+0.13	
Average scaled score for maths	98.7	104.1
KEY STAGE 1:		
% achieving expected or above in reading	50%	78%
% achieving expected or above in writing	38%	70%

% achieving expected or above in maths	53%	77%
Phonics Check:		
At the end of year 2	65%	86%
Year 1 % meeting the expected	70%	70%
Early Years Foundation Stage:		
% obtaining a good level of development	48%	55%

External Barriers to future attainment (for pupils eligible for Pupil Premium, including those who are high achievers)

1. Communication and language skills on entry and across school are lower than the standard expected for their age. This has an impact on their speaking and listening skills. It has an impact on their written language; level of vocabulary used in both spoken and written language and on all areas of the curriculum. This makes it more difficult for the children to develop phonic, reading and writing skills and also slows down the development of mathematical language.
2. Social, emotional and mental health issues affect a number of children and have an impact on their self-confidence and attitudes to learning and ability to learn.
3. Life experience can be limited for some of our pupils. On entry to Nursery some children have had limited experiences outside of the home and start school with very little knowledge and understanding of the world around them. Throughout school some children continue to have very limited experiences of the world beyond the school or their homes. This can sometimes have a limiting effect on general knowledge which can be used to support them in their learning in the Foundation Subjects such as History, Geography Art etc.
4. The social context of the school is a barrier to some of our children. The area in which the school is situated has a higher than average crime rate, social issues and high levels of disadvantage. This can impact on their emotional well-being which in turn can have a negative impact on their behaviours for learning

Outcomes:		
	Desired outcomes and how they will be measured:	Success Criteria:
1.	To improve levels of communication and language skills across the school for pupils eligible for Pupil Premium. These will be measured using speech and language assessments and qualitative data after interventions.	Pupils eligible for Pupil Premium will show developing communication and language skills. Pupil Premium children in Reception will achieve age related expectations at the end of Reception.
2.	To improve the social, emotional and mental health of children eligible for Pupil Premium to enable them to have the resilience to access their learning. This will be measured using SDQ's and Boxall profile where appropriate.	Children eligible for pupil premium will show improved SDQ scores (Strengths and difficulties questionnaire) and show improved academic performance.
3.	To enhance learning opportunities through providing experiences which will enrich the curriculum. This will be measured through pupil voice and evidence of impact in children's books.	Children will have had the opportunity to experience a range of visits and visitors to enhance different areas of the curriculum
4.	To work with families and children to ensure that appropriate support is in place to enable families and children's external needs which impact on learning to be met. The impact of this will be measured through parental feedback, observations of children's behaviour and attitudes to learning. Evidence of de-escalation of concern.	Family support to work with vulnerable families whose children are eligible for Pupil Premium support to reduce the impact that life outside of the school has on children's learning.

In-school barriers to future attainment (for pupils eligible for Pupil Premium, including those who are high achievers)

1a. Pupil Premium children who leave EYFS at emerging do not make enough accelerated progress to achieve at least met by the end of KS1 in Reading / Writing and Maths which impacts on outcomes at the end of KS1 and has implications for KS2.

1b. Pupil Premium children who achieve expected in writing do not meet expected + by the end of KS1.

1c. Pupil Premium children who achieve exceeding in writing at the end of EYFS do not all make enough progress to achieve GDS at the end of KS1.

2. At the end of KS2, Pupil Premium children who were middle or high attainers in the previous Key Stage do not make expected or accelerated progress, particularly in Reading and Mathematics

3. Last year, Pupil Premium children in EYFS were in line with Non Pupil Premium but both groups were well below National at GLD.

4. Fewer than 80% of Pupil Premium children in year 2 met the required standard in Phonics.

Outcomes:		
	Desired outcomes and how they will be measured:	Success Criteria:
1a.	Higher % of children, eligible for Pupil Premium leaving EYFS with emerging, will make accelerated progress across KS1, moving from emerging to expected by the end of Year 2 in all areas.	Children eligible for Pupil Premium will show accelerated progress across year 1 and year 2 so that the gap between Pupil Premium and all others has narrowed in all areas.
1b.	Higher % of children, eligible for Pupil Premium achieving expected at the end of EYFS, will achieve Expected+ by the end of KS1 in writing.	Children eligible for Pupil Premium will show progress across year 1 and year 2 to achieve at least expected in Writing.
1c.	Higher % of children, eligible for Pupil Premium, who leave EYFS achieving exceeding in writing, will achieve GDS by the end of KS1.	More able children eligible for Pupil Premium will show at least expected progress and achieve GDS by the end of KS1 in writing.
2.	Higher rates of progress for middle and high attaining children at the end of KS1, who are eligible for Pupil Premium, to show at least expected progress in Reading and Mathematics by the end of KS2.	Pupil Premium children who were middle / high attainers at KS1 to achieve expected or more progress by the end of KS2 particularly in Reading and Mathematics.
3.	The % of Pupil Premium children achieving GLD at the end of EYFS to increase and move closer to National.	More Pupil Premium children will achieve GLD at the end of EYFS and close the gap between Pupil Premium and national ALL.
4.	Higher % of Pupil Premium children in Year 2 to achieve the expected standard in Phonics and continue to narrow the gap in Year 1 with National.	More Pupil Premium children will achieve the expected standard in both Year 1 and particularly in Year 2.

Planned Expenditure:					
Quality of teaching for all:					
Desired Outcomes: KEY STAGE 1:	Action / Approach:	What is the evidence and rationale for this choice?	How will we ensure that it is implemented well?	Staff to lead:	Review dates:
1a. % of children who achieve expected + after leaving EYFS at emerging to increase in Reading / Writing and Maths.	<ul style="list-style-type: none"> * Non –class based DHT and AHT will lead on teaching and learning initiatives and development of teaching throughout school. * Range of actions to take place to develop teaching to impact on outcomes one to one support for staff / staff triads to be developed to share good practice and provide opportunities to observe a range of teaching strategies(To focus on teacher talk / pace of lessons / use of TA's / effective questioning to move learning on / effective feedback and marking) * TA's to cover classes 20 mins at the end of each day to allow teachers to mark work with children to provide one to one support and feedback. 	<p>We want to invest in longer term change to help all pupils through developing quality first teaching throughout school.</p> <p>We want to have a focus on effective feedback and marking to ensure a consistent high standard across school.</p> <p>(EEF research suggests that effective feedback can increase outcomes by 8 months)</p> <p>Increased staff skills, confidence and knowledge will lead to greater quality first teaching and have greater impact on outcomes for all pupils.</p>	<ul style="list-style-type: none"> * Lesson observations to monitor improvements in teaching. * Improvements in marking and feedback evident and impact on outcomes seen. * Pupil progress reviews will show improvements in outcomes for PP children. * Book scrutiny, progress will be evident. 	HT / DHT / AHT	July 2017

Quality of teaching for all:					
Desired Outcomes: KEY STAGE 1:	Action / Approach:	What is the evidence and rationale for this choice?	How will we ensure that it is implemented well?	Staff to lead:	Review dates:
<p>1b. Higher % of children eligible for Pupil Premium, achieving expected at the end of EYFS will achieve Expected+ by the end of KS1 in writing.</p> <p>1c. Higher % of children eligible for Pupil Premium, who leave EYFS achieving exceeding in writing, will achieve GDS by the end of KS1.</p>	<ul style="list-style-type: none"> * DHT to deliver training in moderation of writing. * 0.4 of AHT's time to support writing in year 1 and year 2. * All KS1 staff to attend Literacy training. * All KS1 teachers to attend PICC training. * Quality texts to be bought to be used to develop children's writing skills. * Descriptosaurus bought for each class to help to develop language skills. * Dictionaries and thesaurus purchased for each class to use to impact on children's writing. * Quality books by a range of authors to be purchased , each class to have a different author each half term to develop children's language through quality texts. 	<p>We want to ensure that all staff are able to accurately assess children's writing and be able to identify gaps in learning and next steps to move learning on.</p> <p>We want to invest in effective resources which can be used to develop and extend children's spoken and written language which will impact on writing.</p> <p>High ability pupils eligible for PP do not make as much progress across KS1 in writing. We want to ensure that they reach GDS at the end of KS1 and not just meet the expected standard.</p> <p>We want to train staff to have the ability and knowledge of how to stretch the higher attaining pupils particularly in writing.</p> <p>As children often enter school with a lower level of language development than expected we want to provide resources which the children can use to extend vocabulary.</p> <p>Currently on entry to Nursery in CL Listening and attention 75% below ARE on entry Understanding 64% below on entry Speaking 65% below on entry</p>	<p>The moderation programme will ensure the increasing accuracy of teacher assessment of writing and clarity in the required next steps for groups of learners.</p> <p>Lesson observations to ensure quality first teaching is taking place and impacting on children's learning.</p> <p>Scrutiny of children's written work and teacher's planning to ensure work is planned to enable pupils to make progress.</p> <p>Half termly pupil progress meetings to discuss pupils and also regular moderation of writing</p>	<p>HT / DHT (Writing Leader) Phase leaders</p>	<p>April 2017</p>

Quality of teaching for all:					
Desired Outcomes: KEY STAGE 2:	Action / Approach:	What is the evidence and rationale for this choice?	How will we ensure that it is implemented well?	Staff to lead:	Review dates:
2. % of children making higher rates of progress in mathematics by the end of KS2 and % of children making higher rates of progress in reading by the end of KS2 will increase.	<ul style="list-style-type: none"> * Additional teacher in Year 6 to keep the class sizes small. * Additional TA's in Year 6 to support in class and carryout interventions in Maths. * AHT / Maths lead to support Year 6 teachers and develop subject knowledge through planning with staff throughout KS2. * Staff to use mastery approach in maths. * Reading leader in place. * Reading leader to support new members of staff to deliver effective Guided Reading in classes. * Revised method of teacher assessment of reading and moderation of reading in place. * Use of standardised tests to assess maths and reading on a termly basis and support teacher assessment and planning for gaps. 	<p>The rest of the school has moved to two form entry with the exception of year 6.</p> <p>Smaller classes will enable the needs of the children to be met more closely and effectively. The additional teacher and teaching assistant ensure that pupils get the opportunity to work in smaller groups gaining the support they need to make good progress across the curriculum.</p> <p>Mastery approach to the maths curriculum has been identified as a way to raise proficiency and skills and thus standards in maths.</p>	<p>Regular monitoring of teaching of maths and reading.</p> <p>Training from maths lead and reading lead in school.</p> <p>Progress will be measured using PIRA and PUMA termly tests to support teacher assessment.</p> <p>The new assessment and moderation programme will ensure the increasing accuracy of teacher assessment of reading.</p>	<p>Maths leader</p> <p>Reading leader</p>	<p>April 2017</p> <p>July 2017</p>

Quality of teaching for all:					
Desired Outcomes: EYFS:	Action / Approach:	What is the evidence and rationale for this choice?	How will we ensure that it is implemented well?	Staff to lead:	Review dates:
3. The % of Pupil Premium children achieving GLD at the end of EYFS to increase and move closer to National	<p>* AHT to work with reception staff to develop quality first teaching with a focus on accurate assessment of children's skills, knowledge and understanding when they start EYFS and ensure precise assessments of children's learning and development to plan activities that suitably challenge pupils.</p> <p>To employ speech and language therapist to work 0.5 across EYFS with identified children / groups and offer advice to staff.</p>	The children start EYFS often with underdeveloped communication and language skills. EEF research shows that +6 months can be gained in progress due to effective communication and language support which will develop their spoken language skills, their expressive vocabulary and early reading skills. Although all children will benefit from this, research shows that it has larger effects for children from disadvantaged backgrounds.	<p>* Regular lesson observations to ensure good quality first teaching is in place.</p> <p>* Regular pupil progress meetings to measure impact on children's outcomes.</p> <p>* Results from interventions will show progress has been made and children's communication skills will show improvements.</p>	AHT AHT (SENDCo)	April 2017

Quality of teaching for all:					
4. Higher % of Pupil Premium children in Year 2 to achieve the expected standard in Phonics and continue to narrow the gap in Year 1 with National.	* AHT to regularly monitor the progress of children in phonics particularly those eligible for Pupil Premium and identify gaps in learning and produce appropriate actions.	Not enough PP children who failed the Phonic screening in Year 1 pass the test in Year 2. This then has an impact on reading outcomes across Key Stage 2.	* Termly screening checks to monitor PP children's progress and identify gaps in learning. * Pupil progress review meetings. * Observations of delivery of phonic teaching.	AHT	April 2017 July 2017
1a. % of children who achieve expected + after leaving EYFS at emerging to increase in Reading / Writing and Maths. 1b. Higher % of children eligible for Pupil Premium, achieving expected at the end of EYFS will achieve Expected+ by the end of KS1 in writing. 1c. Higher % of children eligible for Pupil Premium, who leave EYFS achieving exceeding in writing will achieve GDS by the end of KS1.	* 0.6 additional TA in KS1 to support interventions / class teaching for identified pupils. * 0.5 of SENDCo time to deliver Reading recovery to Year 1 pupils. * TA to deliver Lexia Reading to year 2 pupils. * Booster classes for Year 1 and year 2 children before and after school. * First Class at Number Intervention to be delivered by TA.	We need to ensure that those children who leave EYFS accelerate progress and a greater % achieve expected / met and GDS at the end of KS1 in all areas.	* Half termly pupil progress reviews. * Intervention data at the end of each term. * Monitoring of outcomes from Lexia Reading programme weekly reports.	SENDCo	April 2017 July 2017

Targeted Support:					
Desired Outcome:	Action / Approach:	What is the evidence and rationale for this choice?	How will we ensure that it is implemented well?	Staff to lead:	Review dates:
% of children making higher rates of progress in mathematics by the end of KS2.	<ul style="list-style-type: none"> * To provide one to one maths tuition for identified pupils through Third Space Learning. * TA's to deliver Success at Arithmetic for identified pupils. * To provide booster classes for year 6 pupils in maths. * TA time x 0.3 to deliver maths gap filling interventions in KS2. 	<p>Middle and higher attaining PP pupils have not made as much progress as other pupils by the end of KS2. One to one tuition has been effective for other pupils and enabled them to develop greater confidence in maths and improve outcomes. More individualised instruction provides tasks which are more tailored to the children's needs. (EEF Research shows that this can accelerate progress by 5 months). Third space learning also uses digital technology which has been shown to have a positive impact on outcomes.</p>	<ul style="list-style-type: none"> * Scrutiny of work shows progress in children's books. * Termly PUMA tests to measure improvement through increased standardised scores. * Evidence of gaps filled through interventions. * Half termly Pupil Progress meetings. * Intervention data will show progress. 	<p>AHT / Maths lead</p> <p>SENDCo</p>	<p>Books reviewed half termly</p> <p>PUMA test results reviewed termly</p> <p>Intervention data reviewed termly</p>
% of children making higher rates of progress in reading by the end of KS2	<ul style="list-style-type: none"> * Purchase of Lexia Reading system. * TA time to deliver the Lexia Reading programme 5 x days per week 30mins per day. * TA 's to run Inference Reading groups x 5 days per week x one hour. * 2x TA's to deliver Project X Code Reading intervention. 	<p>Middle and higher attaining PP pupils have not made as much progress in Reading by the end of KS2. The use of technological devices can have impact of up to 4 months (EEF Research) when used in addition to teaching and will also engage reluctant readers and those readers who struggle with phonics. PP funding will be used for those pupils eligible for PP to access the Lexia Reading Programme in year 3 and year 4.</p> <p>EEF research also shows that developing reading comprehension strategies can have an impact of +5 months. Children who are not attaining higher rates of progress in reading are those who struggle with inferring meaning from the context, summarising or identifying key points etc.</p>	<ul style="list-style-type: none"> * Half termly Lexia reports show children increasing levels. * Termly PIRA tests will show improved standardised scores. * Intervention data to show improvements. 	<p>HT / SENDCo/ Reading leader</p>	<p>Half termly</p> <p>Termly PIRA test</p>

Targeted Support:					
Desired Outcome:	Action / Approach:	What is the evidence and rationale for this choice?	How will we ensure that it is implemented well?	Staff to lead:	Review dates:
The % of Pupil Premium children achieving GLD at the end of EYFS to increase and move closer to National	* To provide an additional 0.5 TA to work across EYFS to develop oracy skills and basic literacy and numeracy skills through using 5-minute box interventions for literacy and maths.	Although PP children achieved the same level of GLD as non PP children both groups were still below National levels for GLD.	Intervention data will be used to measure the success of the interventions.	AHT / EYFS leader AHT (SENDCo)	April 2017 July 2017
Higher % of Pupil Premium children in Year 2 to achieve the expected standard in Phonics and continue to narrow the gap in Year 1 with National.	* TA time to carry out Phonic boosters with identified pupils in both year 1 and year 2 * TA's to carryout Lancashire Phonics catch up programme for identified pupils.	The identified children have gaps in their phonic knowledge and research shows that small group work can have a positive impact on the children's learning.	Monitoring of phonic intervention. Data from assessments from phonic screens.	AHT / KS1 phase leader	January 2017 April 2017 June 2017

Other approaches / strategies:					
Desired Outcome:	Action / Approach:	What is the evidence and rationale for this choice?	How will we ensure that it is implemented well?	Staff to lead:	Review dates:
1. Improved Speech and Language skills	<ul style="list-style-type: none"> * To employ a full time speech and language therapist. * To fund training for therapist and supervision. * To fund Speech Bubbles project for year 1 children (2 TA's x 2 hours per week + 1 days training). * To fund TA 0.5 to support children in EYFS with communication needs. 	Some PP children need targeted support to enable them to catch up with peers. Some children need more specific speech and language development to enable them to communicate orally so that they can be understood by others.	SENDCo will monitor the progress of the children on the various programmes for Speech and Language. Results from Speech and Language assessments will be used to measure progress. % of children achieving expected or above in CL at the end of EYFS will show accelerated progress.	AHT (SENDCo)	April 2017 July 2017
2. To ensure that the needs of those pupils with social, emotional and mental health issues are met and have a positive impact on behaviours for learning.	<ul style="list-style-type: none"> * Learning mentor to run the Nurture room and interventions for a range of children. * Drama therapist to provide sessions for identified pupils. * 0.3 of AHT (SENDCo) time to work with identified children. * Increased Educational Psychologist time to assess children's needs. * SPLd teacher 0.2 per week to assess children who are showing barriers to learning which is impacting on behaviours for learning. 	A number of children throughout school require targeted interventions to meet their social, emotional and mental health issues which have a negative impact on their learning and that of others. EEF research states that social and emotional learning interventions have an 'identifiable and significant' impact and appear to benefit disadvantaged or low attaining pupils more than other pupils although all pupils benefit on average.	<ul style="list-style-type: none"> * SDQ scores and Boxall profile scores will be used to measure impact of therapeutic interventions and also monitor whether any impact can be translated to improvements in attainment and achievement. Case studies will be produced to identify progress made in dealing with social, emotional and mental health issues with key children. 	AHT (SENDCo) Senior learning mentor	April 2017 July 2017

Other approaches / strategies:					
Desired Outcome:	Action / Approach:	What is the evidence and rationale for this choice?	How will we ensure that it is implemented well?	Staff to lead:	Review dates:
3. To enhance learning opportunities through providing experiences which will enrich the curriculum through the use of a range of visits and visitors and through the use of digital technology.	<ul style="list-style-type: none"> * Visitor and visits enrichment programme. * Year group budgets to subsidise costs for educational visits or purchase visitors into school. * Subsidise residential visits for year 5 and year 6 to allow children to visit places beyond the local area and use the visits to develop collaborative learning experiences with a high level of physical and emotional challenge, practical problem solving and reflection and discussion. 	<p>Some of our children have a limited knowledge of the world and need to be able to expand this knowledge through visits and visitors and show links between different areas of the curriculum.</p> <p>EEF research shows that outdoor learning has positive benefits on academic learning and can on average increase a child's academic learning by + 4 months and helps to develop important skills such as perseverance and resilience which can form part of positive learning behaviours.</p>	<ul style="list-style-type: none"> * Pupil voice to gather information about impact. * Data from outcomes. * Scrutiny of children's work across the curriculum particularly in Foundation Subjects. 	Subject Leaders / Curriculum leader	April 2017 July 2017

Other approaches / strategies:					
<p>4. To ensure effective family engagement to impact on all pupils but particularly PP pupils, to reduce the impact of factors outside of school which may impact on children's learning and behaviours for learning.</p>	<ul style="list-style-type: none"> * To provide Family Worker support for families / children who need support. * To appoint an attendance officer to help to raise standards of attendance through engagement of families and targeting of vulnerable children with low levels of attendance and punctuality. 	<p>As our school is in an area of high deprivation we need to provide a range of roles and services to support pupils and their families. We believe that if families are given support for external issues then this will have a positive impact on the health and well-being of children which will impact on the learning behaviours of children.</p>	<ul style="list-style-type: none"> * Half termly review meetings by the SENDCo / Family Worker and Senior Learning Mentor to review progress and refer and new cases and close cases which have been successful. * Check pupil data to see if impact of support translates to impact on attainment. * Data to be analysed weekly by attendance officer to identify vulnerable children. * Half termly attendance data analysed. * % of absence and PA to decrease for PP children and all other children. * Attendance Manager to attend regular attendance update meetings with LA statutory assessment team. 	<p>SENDCo / Family Worker / Attendance manager</p>	<p>April 2017 July 2017</p>

Review of Expenditure: 2015 - 2016				
Desired outcome:	Chosen approach / outcome:	Estimated Impact:	Lessons learned:	Cost:
1. Improving teaching , learning and assessment provision impacting on all pupils including those eligible for Pupil Premium	<ul style="list-style-type: none"> • CPD programme for teachers and TA's in line with SDP priorities and individual needs • Training for teachers in using I pads effectively to extend learning • To buy in consultant from EY2P to develop provision in year 1 • Programme of the effective quality of teaching and learning feedback • Additional teaching assistants and teacher to support learning in year 6 	<p>* CPD provision over the year has increased teacher knowledge in the school priority area of maths and the revised 2014 curriculum and assessment methods.</p> <p>*Increase in confidence in the use of I pads to enhance learning and a greater use of I pads in lessons. I pad training has led to a greater use of Seesaw by staff to record outcomes to support teacher assessment.</p> <p>* Following the support from EY2P the year 1 curriculum has been developed to ensure a smoother transition from Reception to Year 1. Where there has been targeted support over the year there has been evidence of improvements being made in teaching. Opportunities for the children to work in smaller groups throughout school with teachers and TA's has had a positive impact on intervention outcomes .</p>	<p>The work carried out over the year has been effective and shown improvements in teaching and teacher knowledge. However with the new challenges of the revised curriculum this work still needs to continue next year to impact on standards overall. Training will be focused on new areas identified on the School Improvement Plan with a focus on Writing and the academically more able. This work will also need to continue due to staff changes, with new staff starting and some existing staff moving year groups.</p>	£137,520

Review of Expenditure: 2015 - 2016				
Desired outcome:	Chosen approach / outcome:	Estimated Impact:	Lessons learned:	Cost:
2. To provide additional support for identified pupils	<ul style="list-style-type: none"> To provide an additional TA in EYFS to support Early Language development To provide Speech and language therapy x1 day per week To provide 0.5 TA time to deliver Speech and Language Therapy support Reading Recovery interventions 0.5 per week SPId Teacher 0.2 per week To provide range of interventions : First Class at Number, 5 minute box (Lit / Num), Project X code / Third Space learning , Number Counts, Inference interventions, Mentoring for Year 6 (Mc Uni) 	<p>The provision of the additional TA in EYFS has had significant impact on the children's communication and language skills.</p> <p>The provision of a Speech and language therapist 1 day per week and 0.5 TA to support individuals and groups has enabled earlier identification of children with speech and language difficulties and improvements evident in spoken language and confidence in communication skills.</p> <p>The intervention groups have shown impact in a wide range of areas which has helped children to develop skills in core subjects. Where progress has been less evident this is due to the specific needs of the children and has resulted in referrals to other services for a range of support.</p>	<p>Due to the wide range of needs at Charlestown we need to ensure that we intervene in a wide range of ways to support our children to make good progress. Many of our interventions show a good level of impact and we need to continue to review them regularly to ensure this. Each year the review process ensures that we continue to adapt and introduce new interventions to meet the changing needs of our pupils as well as cease any interventions which are not proving effective. A significant focus next year will be those interventions which focus on the core subjects to continue to develop the skills children need to ensure that they make at least good progress. Lexia will be a new reading intervention which is introduced next year.</p>	£107,601

Review of Expenditure: 2015 - 2016				
Desired outcome:	Chosen approach / outcome:	Estimated Impact:	Lessons learned:	Cost:
3. To enhance learning opportunities and enrich the curriculum	<ul style="list-style-type: none"> Educational visits / visitors to places / experiences linked to the curriculum and to be used as hooks to engage children in a topic. To improve technology access to support the children's learning in a broader curriculum Residential visits for Year 5 and year 6 Purchase of IPC (International Primary Curriculum) 	<p>Our children are more engaged in the curriculum and gain experiences beyond the local community. It has developed a wider understanding of the world and life beyond the local area which has helped to engage children in a wider range of topics and develop a stronger understanding of the world in which they live. This increase in knowledge they are beginning to apply to a wider range of areas within the curriculum. Children have developed team work skills through attending a residential and have developed greater levels of self-confidence and an awareness of the needs of others.</p>	<p>Continued focus on improving the quality and type of experience is needed. Pupils are engaged with the curriculum but more could be achieved by further refining the experiences of our pupils over time. An increased focus on the wider aspects of the curriculum will have a greater impact on our pupils' knowledge and understanding and empathy of the wider world.</p>	£10,897

Review of Expenditure: 2015 - 2016				
Desired outcome:	Chosen approach / outcome:	Estimated Impact:	Lessons learned:	Cost:
4. To support the welfare of our pupils	<ul style="list-style-type: none"> • Family Worker in place to support families • Attendance officer bought in to support issues with attendance • Additional Learning Mentor to deliver Nurture Sessions throughout school • Drama Therapist x 1 day per week • N Gage PSE support intervention • Support to engage in holiday activities (Family Worker) 	<p>The Family worker works effectively to support families with a wide range of needs. This includes support with attendance, Finance and behaviour and general health and well-being of family members. This has a positive impact on engagement with the school and supporting the basic needs of the pupils at our school so that they are more ready to learn.</p> <p>The Nurture groups provide support for identified pupils throughout school from Nursery to year 6. This is having a positive impact for those pupils involved. The improvement is evident in improved interaction between pupils, improved social skills and less behaviour incidents for the children involved over the year and improved SDQ scores. Where the SDQ score hasn't improved school has case studies to illustrate improvement which have been made but are more difficult to measure using a questionnaire.</p> <p>The Family Worker has engaged families to take children to a range of activities during school holidays and has also run a two week summer school based on the arts (Dance) to ensure targeted families remain engaged during the summer break.</p>	<p>The Family Worker is key to our reaching families and providing support and developing positive relationships with our families so that we can support our pupils with their academic progress. We need to develop this role further and develop the role of Attendance manager to enable the Family Worker to be able to focus even more on Family Work.</p> <p>The Nurture sessions will need to continue to ensure that the children's emotional and well-being needs are being met.</p> <p>We will need to review the use of the Family Worker time during school holidays to ensure that the activities have the maximum impact and are well attended.</p>	£27,741

