

## Review of Expenditure 2016-2017

Support	Amount allocated to the intervention (£)	Review timescale	Brief summary of the intervention and number of pupil premium children involved, and the timescale	Estimated impact: did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned: and whether the approach will be continued
Extra teacher in Year 6 for morning sessions	£23,786.10	Continued activity for the academic year	Daily teaching within setting groups with targeted teaching (13 pupils)	64% of pupils (PPG) reached expected standards in writing 64% in maths an increase of 47% on 2015/2016 Maths results 57% in Reading (PPG) 74% non PPG and increase of 15% from 2015/2016 85% Maths (NPPG) , 91% writing (NPPG) Our Success Criteria was met.	Upon analysis it was found that the following should be used next year:- To continue with focus on problem solving and reasoning. Continue with emphasis to be placed on mental reasoning across school and in focused intervention groups. 3 mixed ability maths classes-smaller class sizes worked. Peer mentoring/tutoring to be used Small intervention group work to address misconceptions and in some cases 1:1 Homework Coaching approach to teaching Collaborative learning Thorough feedback on marking Focus on encouraging independent learning
Southcote Saplings Teacher and TAs	£29,904.85	Termly reviewed activity	Children are part of the nurture principal run unit for a whole morning every day to assist in their learning and emotional well-being development. (5 pupils)	Finished just after the Easter holidays due to maternity leave.Improvement on Boxall Profiles has been seen in all children 37% made accelerated progress in both reading and writing, All pupils (3PPG pupils) transitioned successfully back into	The adapted curriculum approach is being continued next year with Nurture trained and ELSA support staff providing support to the children in class. Teachers of these children to provide heavily scaffolded approach to the curriculum and plan for these children's needs first. Continued support from Educational Psychologist, SENCO and Mental Health trained staff, with these children and regular reviews of their progress and needs to take place. Specialist support from SALT and SALT trained TA to continue in class too.

				class, including 3 with a SEND statement (1 PPG).	
Fine and Gross Multi-skills	£625.95	Termly reviewed activity	Daily 30 minute sessions involving OT recommended programs (7 pupils)	<p>FMS - Positive impact on the children's handwriting enabling their writing to attainment to improve. 75% of all children made accelerated progress in their writing.</p> <p>GMS – Positive impact. 100% of all children achieving termly targets and is evidenced on Provision map.</p>	<p>FMS for 2017/2018 OT checklist to be followed to access whether children receive FMS programme. Teachers to continue following Letter join and Penpal programme with all children in class daily.</p> <p>Continuation for those children that need it and any other additions to the register too.</p>
Phonics/Comprehension	£2243.25	Termly reviewed activity	10 groups setting across the school for 20 minutes phonic sessions every day. (19 pupils) KS1 teacher to focus on targeted phonics areas with selected children for a morning a week.	<p>Improvement in Year 1 phonic results</p> <p>Year 1 2016 – 84% (PP – 62.5%) 2017- 82% (PP-56%)</p> <p>Year 2 Phonics recheck</p> <p>2016 – 84% 2017-67% (25% PP)</p>	<p>Structured phonic policy has been written and will be reviewed with all staff</p> <p>To continue with a more consistent approach to teaching phonics, embedding good practice identified</p> <p>Action plan written from Phonic lead addressing PP children's areas of development.</p>
Numicon & Mental Fluency	£834.60	Termly reviewed activity	Children work with a TA to focus on number skills, number bonds and understanding of basic mathematical language, using Numicon as a visual aid to do so and applying Numicon where appropriate to increase children's mental fluency capacity (2 pupils)	<p>100% of all children made accelerated progress</p> <p>100% (1 PP) made accelerated progress.</p> <p>100% of all children's targets achieved on provision map.</p> <p>Improved percentages of all classes in times tables awards</p>	<p>Program to be continued.</p> <p>More aspirational targets for mental fluency.</p> <p>Use of tracking grid for all classes achievements in times tables</p>

Play Therapist	£9,165.00	On-going reviews	Trained play therapist works on a weekly basis dealing with SEMH aspects (3 pupils)	67% of all pupils (including PP) made accelerated progress in reading, 83% writing, and 50% in maths.	1 child to be removed from PT register. 1 (PP) to be on a reduced programme from 2017/2018 Successful programme that is to be continued with some additional children.
Speech and Language Therapist for Intervention Groups	£12,498.20	Termly reviewed activity	Children work with a TA 1:1 or in very small groups to work on specific speech and language outcomes given by a therapist from the Berkshire Healthcare team. (2 pupils)	69% making accelerated progress in reading and writing (2 PP), 56% in maths (1 PP). All of these children on SEND register as well. 1 with EHCP. Targets reviewed every 12 weeks on the provision map -100% of new targets being achieved.	Continue to use SALT to work alongside SALT TA.
Reading Intervention	£1,447.87	Termly reviewed activity	Children to work on 1:2 ratio using Totem reading scheme 3 times a week. Key vocab to be pre-taught alongside phonic sounds and then daily comprehension activities. (5 pupils)	Successful intervention along with class teachers monitoring that children read 5 times a week. 90% accelerated progress in Reading for children following this.	Rapid reading to be adopted in September 2017 WEC consultant training on Reading to be embedded into the teaching of reading
Maths intervention	£10,418.26	Termly reviewed activity	Children work on skills identified from teacher's end of term SWOT analysis. Work in line with coaching framework. 3 teachers and 1 TA (30 pupils)	73% of PP chn in maths intervention made accelerated progress	<ul style="list-style-type: none"> <li>From September 2017 across school we are going to use more concrete learning resources</li> <li>Best practice approaches to teaching subject strands</li> <li>Scaffolding lessons for reasoning and depth</li> <li>Developing fluency</li> </ul>
English Intervention	£5,661.82	Termly reviewed activity	Children work on skills identified from teacher's end of term SWOT analysis. Work in line with coaching framework (32 pupils)	Success criteria partially met with an Average of 76% of PP children making accelerated progress.	From September 2017 more of a tilt strategy approach to be taken in all classes. Planning for more writing across the curriculum.

After school clubs	£1,500.00	Termly reviewed	To develop children's social and emotional needs through attending an after school club in order to boost levels of confidence. This should then impact on achievement in class. Once a week. (10 pupils)	Feedback from children and parents positive. Included:- Increase in confidence and independence. Introduction of new trusted adults and an expansion in the children's exposure to positive role models. Residential trips provide rest bite time for adults. 9 out of 10 children who attended these clubs either met expected expectations or made good progress. The children could see that when they started something new by practicing they achieved an end result e.g. Judo club and then this could be related to in their lesson time.	To continue to invite children to after school clubs.
Dyslexia Group	£2,217.30	Continued activity	Children, who have completed a screening process and been assessed as a high probability for dyslexia, work with a TA using 2 computer programs to assist them with their reading and spelling progression. (11 pupils)	A successful programme with 90% of the chn achieving accelerated progress in reading (3pp) and 70% (2pp) in writing. Feedback from chn is that they enjoy attending	To continue
Nessy Software	£276.00	Continued Activity	To buy the license available for children to use online Nessy programme in school and at home.	Positive feedback from parents and chn	To continue to use and ensure all teachers have matching Nessy spellings.

ELSA	£14,500.20	Termly reviewed activity	A trained Emotional Literacy Support Assistant works on recommended social and communication areas for development. Parent workshops to be run to provide information on how best to support their children. (8 pupils)	SC met as chn are more engaged in their learning as a result of their social and emotional development being more secure. This resulted in accelerated progress for: 67% (3pp) reading 75% (4pp) writing 85% (2pp) maths	ELSA to do a more targeted approach of working in the class with the chn and group in the afternoon. Continue to Liaise with Educational Psychologist and Primary Mental Health Worker to devise bespoke programmes for children. To support, using mental health training, individuals in class.
Educational Psychologist Group	£6,600.00	Short-term activity	Consultancy time with individual teachers discussing children's needs and putting together a bespoke programme for them. Observations of children. Meetings with parents. Parent workshops to be run to provide information on how best to support their children. Working in triangulation delivering mental health training and working in conjunction with PMHW to access children's needs and put in place bespoke interventions.	Success criteria partially met. Positive feedback from teachers who spoke with Ed Psych and planned bespoke children's programmes. Parent workshops could not be run due to unforeseen leave by educational Psychologist. Success in working with Ed Psych, parents, ELSA, SENCO and PMHW. New interventions and practise put into place which promoted learning.	EP to continue to work alongside SENCo and ELSA to develop a cognitive therapy programme for appropriate PP children linked to anxiety and parents working alongside the programme, linking in with the Mental Health and well-being training being attending throughout the year.  Drop in sessions for staff to talk to the EP regarding chn in their class including PP.
Foundation stage key workers	£10,370.00	Continued activity	Small keyworker sessions daily with every child. Focus on reading, writing and phonics.	Success criteria not met. Gap between PP and NPP rose to 32%	New Leadership in place supporting year group leader. Small keyworker sessions daily with every child. Focus next year will be all reading, writing and phonics during these key worker sessions as not enough time was spent on this.

			<p>PP lead staff to work closely with FS lead identifying areas of need of PP pupils. PSED focus to ensure emotional stability of PP and vulnerable pupils. Additional adult to be implemented work with PP children on specific interventions to meet their individual needs.</p>		<p>Gender specific analysis of resources, specifically in reading.  PP lead staff to work closely with FS lead identifying areas of need for PP pupils.  PSED focus for all chn in term 1 to ensure gradual and smooth transition from a range of nursery settings and ensure emotional stability of PP and vulnerable pupils. Additional adult to be implemented to work with PP chn on specific interventions to meet their individual needs and ensure GLD is met.  'In the moment planning' implemented to support staff understanding in how to utilise key moments to move the children's learning on.  Reorganisation of team to 'free up' three EYPs / teachers each day to provide PP tilt and individual work to close any gaps in learning.  Moderation of staff and training of new staff in the unit to ensure moderation of FS profile is accurate and consistent across the unit.  Regular team discussion about groups and individual children to ensure that needs are being best met.</p>
<p>Cliker 7 software</p>	<p>£2,200.00</p>		<p>Purchase the programme in order to provide scaffolded resources for teaching across the school in order to increase percentage of our less able PP children achieving EXS+ in Writing.</p>	<p>Too soon to see results as training did not take place until June 2017.</p>	<p>Monitor in use of planning from Team leaders and assess impact in data meetings.</p>
<p>Total cost of above interventions: £137,923.65</p>					
<p>(We received £114,100 with the balance of £23,823.65 being drawn from our Inclusion budget and main school revenue budget)</p>					

Success criteria met

Success criteria partially met

Success criteria not met