

1. Review of expenditure: Academic Year 2018- 2019

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
<p>A.</p> <p>To create extra capacity in the leadership team to improve the quality and consistency of teaching.</p> <p>To ensure quality first teaching (accurately pitched and with high expectations) for disadvantaged pupils</p>	<p>Assistant Head of School will focus 5 days termly on</p> <ul style="list-style-type: none"> Analysing data Monitoring target groups of children Monitoring the use of disadvantaged cover Identify CPD opportunities to improve adult knowledge and confidence <p>Assistant Head of School will deliver CDP as identified 3 times over the year</p> <p>To provide the English and maths leaders with 2xhalf days a term release to:</p> <p>Lead professional development focused on ensuring the curriculum, planning and formative assessment is used effectively to accelerate progress of disadvantaged learners. (Could include learning triads/sharing best practice)</p> <ul style="list-style-type: none"> Book and planning scrutinies Ensure Waycroft's approach to teaching key skills is used consistently across the curriculum and school eg reasoning, reading skills, clear learning objectives and success criteria <p>Rewrite the English medium term plans to improve flexibly in lessons so that teachers are able to adjust planning to meet the needs of all pupils within their class with a focus on disadvantaged pupils</p>	<p>AHoS has spent time analysing data and relaying it to staff to improve teaching and learning.</p> <p>Book monitoring and moderation activities have enabled SLT to support any areas of need across the school and have shown clear progression with the quality of work in books.</p> <p>The specific monitoring of groups of children has been effective and has enabled teachers to quickly target any areas of need. Half termly pupil progress meetings have shown disadvantaged pupils are making expected and in some cases, accelerated progress</p> <p>AHoS has worked with support staff to target specific areas of CPD and progressed that provision on to a pathway of the staff conducting research and improving provision in a field of their choice (many of which are researching areas of mental health and wellbeing)</p> <p>AHoS has worked alongside new- to- Y6 teachers to ensure high quality teaching and learning is taking place. Alongside this the AHoS worked alongside teaching staff to ensure learning stickers are accurate and relevant to Target Tracker and the National Curriculum.</p> <p>AHoS has released a range of teachers to work alongside staff with specialisms to develop the quality of their teaching, planning, provision and learning.</p> <p>English and maths leaders have had release time and time to conduct a range of subject leader responsibilities. E.g. conducting book scrutinies, moderation, working alongside staff who are not confident in their field of expertise. English MTPs have been adjusted and will continue to be changed to meet the needs of the children.</p>	<p>This approach was successful and this approach will be modified and used in future.</p>	<p>£5,040.00</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
<p>B.</p> <p>To ensure all staff feel confidence when supporting children at class, group and 1-1 level</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<p>To ensure teachers are adapting learning according to findings from formative assessment effectively.</p> <p>PPA time will be used effectively to complete summative gap analysis which will inform future planning and teaching.</p> <p>To release class teachers from Y1-Y6 to work with disadvantaged pupils on a fortnightly basis to close the gap/address targeted needs/work with disadvantaged pupils who are also SEND to ensure planning is SMART</p> <p>To facilitate ad hoc and planned interventions. To address gaps identified using formative assessment.</p> <p>To provide CPD sessions for support staff delivering interventions.</p> <p>Disadvantaged pupils will read out loud 2 times a week to an adult</p>	<p>Teachers are using formative assessment with increased accuracy to ensure correct targets are being set for each child, along with appropriately set learning outcomes within their lessons. SLT were hoping that 2018-2019 would be a year of embedding skills, however, it has become a year of re-training staff to ensure a high standard of teaching is consistent across year groups. This is now successful for the children who are working within the correct chronological band for their age, but additional support is needed for Out Of Step children.</p> <p>Staff have conducted ongoing moderation activities. Using the new MAT structure for consistency has been beneficial.</p> <p>We cannot comment on the impact of the teachers' release time with the Pupil Premium children due to ongoing staff difficulties.</p> <p>Interventions were discussed with staff and are taking place, evidence of the children receiving high quality support is evident in some books by the use of pre/post teach stickers alongside the work and feedback.</p> <p>Support staff have an appropriate CPD opportunity as part of their appraisal and are working towards achieving their individual outcomes.</p> <p>Disadvantaged children are target readers and read to staff frequently, however, this is not in line with our initial strategy due to staffing.</p>	<p>The system of using formative assessment needs formalising, with training being provided for staff for those children who are SEN and Pupil Premium.</p> <p>Staff need to evidence intervention work and any responses to work.</p> <p>Need to think about how we could ensure vulnerable PP children readers are listened to more regularly.</p>	<p>£17,129</p>

<p>C.</p> <p>To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.</p>	<p>Family Link Worker will liaise with professionals from external agencies to support families/pupils.</p> <p>Family Link Worker will pro-actively engage with priority pupils.</p> <p>Learning mentors will meet with identified children weekly for a limited period of time</p> <p>School behaviour tracking will identify pupils who need support and appropriate 1:1 or group support and this will be provided through mentoring, mental health first aid, family link worker targeted intervention, social skills groups, and play leader support.</p>	<p>Pastorally, pupils and families were supported which enabled pupils to be <i>'ready to learn'</i>.</p> <p>FLW has attended networking sessions and cluster meeting to ensure that the school is supported with helping the families and children within its care.</p> <p>Waycroft have a range of learning mentors set up, where the child in need has a specific adult, who they meet with to promote wellbeing and learning.</p> <p>CPOMS is being used to log incidents, enabling staff to target children who are in need of support. Also this has shown a reduction in recorded incidents of poor conduct/behaviour.</p> <p>There is more of a positive climate for learning and developing learning behaviours within the school, alongside children showing a greater awareness and understanding of mental health and wellbeing.</p>	<p>FLW role is working well.</p> <p>SLT need to think about a behaviour tracker for future years, alongside attendance/ mental health. This will give a wider understanding of any potential concerns.</p>	<p>£11,616.00</p>
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iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
<p>D.</p> <p>To develop teaching of oracy and writing.</p> <p>To develop the reading culture within the school in terms of quantity of reading taking place and quality of experiences with texts.</p>	<p>Reading skills will be explicitly taught to ensure children have a toolbox of skills to use when 'stuck' rather than reliance on teaching reading through comprehension activities</p> <p>Quality texts will be used to inspire English learning in school and beyond</p> <p>Teachers will read to their classes daily</p> <p>The English planning will promote opportunities for children to develop speaking and listening skills prior to writing to embed knowledge, practise skills in a non-judgemental way and develop confidence when putting pen to paper</p> <p>Children will have more opportunities to write creatively and independently</p> <p>Gaps in oracy skills will be identified and addressed in the Early Years and intervention provided early to improve classroom readiness</p> <p>Appropriate Speech and Language intervention will be provided at point of need.</p>	<p>Reading Dogs have been implemented and children relate to them within their learning. Y2- Y5 are teaching reading skills explicitly. Y1 and Y6 this is still developing. Alongside the reading dogs, children have exposure to the 19 new reading strategies and the English Lead has led training on this.</p> <p>Quality texts have been included within the English planning, with more opportunities for teachers to adapt this depending on their class' needs. English lead had aided teachers, alongside the school librarian, to ensure text are extending learning.</p> <p>Head Start comprehension books are used to teach directly to the strategies and TT statements.</p> <p>Every class listens to the teachers read every day. Older children have a class book, so that they will have exposure to longer and more difficult texts.</p> <p>Showcase writing is promoting freedom with writing and enabling teachers to see a clear and transparent ability of the children.</p> <p>Accelerated Reader has impacted the 'lazy' readers and any difficult readers, accelerating their learning and development. The formative assessment for this is aiding the teachers.</p> <p>There are more speech and language groups within the EYFS.</p>	<p>Explicit reading skills are tricky to plan for but through training sessions with the English lead, this has been addressed.</p> <p>English planning is still being adapted and some teachers were struggling with planning the success criteria to truly fit the needs of the class, this is developing and improving.</p> <p>Showcase writing is a success but the children are going through a transition, especially at the top end of the school, where children are used to support.</p> <p>This is a transitional year for English, but it is working very well, which can be seen in data.</p>	£7,300.00
<p>E.</p> <p>To improve the attendance of disadvantaged pupils (93.6) to match or exceed national figure for non-disadvantaged pupils.</p>	<p>Waycroft MAT attendance strategy</p> <p>Family Link Worker will monitor daily & monthly attendance and then address informally then formally. This will be followed up by SLT/EWO as required.</p> <p>External agencies will support, for priority attendance concerns.</p> <p>Half-termly RAG rated attendance sheets will</p>	<p>FLW monitors attendance and celebrates successes, along with discussing concerns with families in need.</p> <p>Attendance is monitored by Family Link Worker weekly.</p> <p>Attendance is reported termly to Directors through the SEF.</p> <p>Number of children attending breakfast club has been monitored weekly.</p>	<p>Breakfast club registers have been changed and extra provision is in place.</p>	£23,587.00

Targeted disadvantaged pupils will attend breakfast club.	<p>be sent to all families each half term.</p> <p>Promote good attendance in line with the strategy</p> <p>Continue a free breakfast club for disadvantaged pupils</p>	<p>Disadvantaged children attendance is improving (currently 96%)</p> <p>Breakfast club is ongoing and new 'Magic Breakfast' initiative is being used in hope of getting more disadvantaged children in school on time, and having a breakfast.</p>		
<p>F.</p> <p>To ensure a cohesive approach between home and school to support pupils' progress.</p> <p>Parents are reading and supporting children's learning at home confidently</p>	<p>Family Support Worker will support families, as appropriate, and will log support which will decrease over time.</p> <p>Weekly figures will show an increase in the quantity of reading at home</p> <p>Maintain and improve where possible the attendance of parents at shared events and parents' evening</p> <p>Parents are encouraged to ask for support when needed to help their children at home at parent's evenings, through children's reading diaries and workalongs</p> <p>Parents access workalongs and learning opportunities in school</p> <p>High Five club</p>	<p>Family Link Worker records are kept to monitor support given, and impact.</p> <p>Monitoring of parental attendance at shared events (eg work alongs) and parents' evening has taken place. Parent Workalongs and lunches were highly attended.</p> <p>Weekly reading data shows a decrease in children reading at home with an adult (in reading logs)</p> <p>Parent questionnaire was conducted in September and gave constructive feedback for the school to act on. Staff have built strong relationships with many families, who feel welcomed and meet with staff to discuss any areas of need.</p> <p>High Five Club continues to run and is well attended by the families who wish to use it. 2018-2019 uptake is: Term 1 and 2 = 19 pupil premium children Term 3 and 4 = 27 pupil premium children</p>	<p>Some parents do not support their child's reading at home. This is something we will target. Staff are looking at introducing a parent 'Bagel and Book' morning, to try and promote reading with parents.</p> <p>Some parents, who may need support, are still reluctant to be in contact with school staff.</p>	£51,280.00

Total = £85,065.00

1. Additional detail
<p>We largely targeted our additional pupil premium funding on extra staffing and extra intervention. We have put in extra teaching interventions enabling us to follow up learning with individuals and small groups when a need has been identified. We do this through the use of early morning groups in all year groups and targeted groups in the afternoons. We have employed experts who are able to get to the bottom of how each child learns best. In addition to the extra teaching we have funded exciting educational visits enabling all children to take part.</p>