

1. Review of expenditure			
Previous Academic Year		2017-18	
i. Quality of teaching for all			
Desired Outcome	Chosen Approach	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)
<p>Ensure that new staff settle in quickly, learn the policies and expectations of the school.</p> <p>New teachers have observations before October half term, triangulated with planning and book checks.</p>	<ul style="list-style-type: none"> Carry out structured moderation of teacher assessments in reading, writing and maths to ensure that teacher judgements across all classes are accurate and consistent. Successful moderation of teacher assessment by December 2017. New approach to maths teaching is observed successfully in Term 1. 	<ul style="list-style-type: none"> New teachers into the school are aware of the context of the school, including factors such as high mobility and high numbers of children receiving Service Pupil Premium. Teachers have assessed attainment and progress for all learners in reading, writing and maths. Interventions were planned in advance, with selected pupils, time limited and impact were regularly reviewed. Performance Management and Pupil Progress Meeting conversations were focused on the attainment of Pupil Premium children, ensuring high levels of progress over time. Targeted INSET for all staff, including new starters. 	<ul style="list-style-type: none"> It is very important that all new staff understand the unique context of our school. Assessing attainment and progress needs to be more consistent across school. Wider curriculum subjects now need to be assessed more rigorously. Pupil Progress and Performance Management meetings will continue to have a Pupil Premium focus. CPD for all staff will have a clear link to school improvement.
<p>Sufficient TAs and 1:1 specialists to support those children who can display the types of behaviour which will disrupt the teaching and learning of all pupils, including Pupil Premium children, if not properly supported.</p>	<ul style="list-style-type: none"> When individual pupils are identified as having SEND, they can present extreme disruptive behaviour. The SENDCo and the Headteacher will recruit/deploy staff to work as 1:1 support. These individuals will build a positive relationship with the child and be able to spot a problem developing before it has reached crisis point; taking positive action to enable the child to calm back down in or out of class without affecting the learning of the other children, including Pupil Premium children. 	<ul style="list-style-type: none"> The school committed to this resource in academic year 17/18. Individuals working in a 1:1 role were carefully recruited. Placing each 1:1 worker with a child according to individual experience/strengths and ability built positive relationships with those children. Some children without an EHCP have had access to 1:1 support, which has enabled them to stay safe and has reduced the disruption to teaching and learning in the classroom. Pupil Premium children for whom lessons were being disrupted now have a more positive attitude towards learning. 	<ul style="list-style-type: none"> It is essential that children have the appropriate support in the classroom in order to be successful learners. The 1:1 adult is also able to work with other groups of PP children, supporting the learning of many within the classroom. This is a very positive outcome and will be continued in the next (and all foreseeable) academic years.
<p>Developing pupils' metacognition skills.</p>	<ul style="list-style-type: none"> Metacognition has been researched and is to be implemented across the school. 	<ul style="list-style-type: none"> Initially, Assistant Headteachers began to develop metacognition within school. This helped to maximise pupils' understanding of their own learning choices. 	<ul style="list-style-type: none"> LORIC (Primary Edge) resources have been disseminated to all staff and the approach will continue in academic year 2018-19.

	<ul style="list-style-type: none"> • Assistant Headteachers research the options, seeking advice from LA as well as other local schools to see what solutions are already working well in other settings. • Assistant Headteachers will lead INSET for all staff. • Initially, metacognition will be used in maths lessons throughout the school, and then introduced into other subjects. 	<ul style="list-style-type: none"> • In the Autumn Term 2017, SwaleDale Alliance successfully secured funding through SSIF project to develop metacognition in school. • One teacher was designated as the Lead Teacher for Metacognition and was supported by a Lead Practitioner to pilot this in one class. • We are beginning to see an impact on the children in the pilot class. This now needs to be shared and used across the school. 	
<p>Develop social skills through participation in Forest Schools. Using these skills to understand own role in society.</p> <p>High mobility pupils often report feeling disconnected from their community. They often have poor social skills and lack the intrinsic motivation to succeed both socially and academically.</p>	<ul style="list-style-type: none"> • All children to participate in Forest Schools on a fortnightly basis (PPA lesson alongside Art). • Employing a Lead Practitioner to lead Forest School lessons throughout the school so that there is a consistency of approach. • Forest School Lead Practitioner successfully employed and trained. 	<ul style="list-style-type: none"> • At Forest School all participants are viewed as: <ul style="list-style-type: none"> • Equal, unique and valuable competent to explore & discover • Entitled to experience appropriate risk and challenge • Entitled to choose, and to initiate and drive their own learning and development • Entitled to experience regular success • Entitled to develop positive relationships with themselves and other people • Entitled to develop a strong, positive relationship with their natural world • Pupil Premium children surveys showed extremely positive attitude towards Forest Schools. • Pupil Premium children's relationships with their peers and other adults in the school are more positive. • Pupils can talk with more confidence about what they have been learning. 	<ul style="list-style-type: none"> • Children enjoy their sessions at Forest School but we recognise that it was taking a lot of time out of the curriculum. • Forest School Lead Practitioner was spending 4 afternoons per week delivering Forest School, taking her away from her class TA responsibilities. • Man-hours (teaching assistants) were being asked to go to Forest Schools more than once a week. • For academic year 2018-19, we will continue to go to Forest School, but now in line with how swimming is delivered – in one 5 week block during the academic year.

2. Review of expenditure

Previous Academic Year

2017-18

ii. Quality of teaching for all

Desired Outcome	Chosen Approach	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)
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<p>Support individual pupils in dealing with the social and emotional impact of arriving mid-year, or of friends leaving mid-year and so avoid disengagement and underperformance.</p>	<ul style="list-style-type: none"> • Employ a Learning Mentor to work with all in-year admissions and leavers, as well as those children identified by staff in class as being affected by the loss of a close friend who has left the school mid-year. • Learning Mentor job description will highlight expectations and time available each week to devote to this work. • Learning Mentor will be line managed by an Assistant Headteacher for performance management and support. • Feedback taken from pupils supported and their parents. 	<ul style="list-style-type: none"> • Learning Mentor worked with starters and leavers during the academic year to try to mitigate the effect of high mobility. • Children recognised the Learning Mentor as a trusted adult who helped them when they were worried. • Learning Mentor meets with all children who are leaving the school. Mentors these children in positives of moving, gives each class teacher a leaving booklet and a card to be signed by all the children in the class. • Children are able to find positive experiences of moving schools and leave ready to take on the next challenge. • Learning Mentor meets with all new children arriving into school mid-year. She highlights expectations to the children and has time available each week to devote to this work. Most new pupils engaged and happy quickly after arriving at Wavell. 	<ul style="list-style-type: none"> • Learning Mentor wanted to be able to do more with the role, but was not given allocated time to complete the role effectively. For academic year 2018-19, specific time to be given. • Learning Mentor to use a variety of different interventions to support children throughout the school. • Learning Mentor to train another TA to deliver these interventions effectively.
<ul style="list-style-type: none"> • Conduct accurate baseline measures for each pupil upon arrival in school and on entering a new year group, so that we can accurately track real progress made while at Wavell. • Termly reporting of progress will show Pupil Premium children to be consistently making at least expected progress and closing the gap if below age expected standard. • Identify any barriers to learning upon arrival so that appropriate interventions are put in place without delay. • Targetted, time limited interventions, will be successful in addressing the identified learning gap(s). 	<ul style="list-style-type: none"> • Purchase and introduce the GL Assessment online package throughout the school. • Pupils to be accurately baselined on entering the school, and on beginning a new school year. • Gaps in learning are identified early and addressed through intervention. • AHT to liaise with SENCo - analyse information regarding identified barriers to learning, so that appropriate interventions can be organised for individuals and groups. • Results each term will show that progress made by Pupil Premium children is more than age-expected and (where pupils are underperforming) is closing the gap. 	<ul style="list-style-type: none"> • GL Assessment has now been embedded into practise at Wavell. • Assessments conducted at key points within the year, including entry and exit in a year group. • All pupils have accurate summative data within 3 weeks of beginning school. • Children starting and leaving school at points other than September and July have been assessed to show progress whilst at Wavell. • These assessments give an accurate picture of attainment and progress for all pupils. (within average 5% of End of KS2 Outcomes) • Generated reports are accurate and do not need marking by teachers; reducing time spent marking papers or decoding complex data tables. We can analyse pupil data easily with simple visual representations accompanied by narrative explanations. • Gaps in learning have been identified and are beginning to be targeted. 	<ul style="list-style-type: none"> • Assessments conducted at Christmas and Easter did not give an accurate picture of progress and attainment. In Academic Year 18-19, assessments to be conducted in September and June to show yearly progress. • Further analysis now needs to be undertaken to ensure that teachers are using the results form GL Assessments to inform planning and required interventions. • This is a very positive outcome and will be continued in the next (and all foreseeable) academic years.

	<ul style="list-style-type: none"> • Pupils to be re-assessed before leaving the school. 	<ul style="list-style-type: none"> • In Years 3 and 4, Guided Reading groups were split across the phase, in line with GL results, in order to give differentiated input to all. 	
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3. Review of expenditure

Previous Academic Year	2017-18
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iii. Other Approaches

Desired outcome	Chosen action/approach	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)
Disadvantaged learners (FSM6 & LAC) participate fully in all additional school activities where cost might otherwise be a barrier.	<ul style="list-style-type: none"> • Subsidising school visits, residential trips, etc. • School Business Manager will keep an up-to-date record of children currently in school and cross-check this every time a trip or event takes place. School Business Manager. • SBM will liaise with class teachers who can then inform parents confidentially that school will pay for their child to ensure that they are able to participate in every available learning related activity. 	<ul style="list-style-type: none"> • The additional opportunities offered to pupils at school enhance the learning that takes place, they provide experiences intended to develop aspiration and ambition. • They develop teamwork skills and social & emotional skills. 	<ul style="list-style-type: none"> • This enables all children to take part in additional school activities. • It will continue in academic year 2018-19.