

**Review of expenditure Impact Statement  
2016 - 2017**

Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated 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)
		Progress PP (63) v Non (108)	School evaluation through monitoring	
Raise standards in maths and writing.	Latin programme	<b>Writing:</b> typical + Y1 -6 87% V 88% <b>EGPS:</b> 85% and 41% <b>Writing in Year 6:</b> 82% ARE+ & 22% at greater depth ( <i>Teacher assessment</i> ) <b>Progress:</b> year 6 PP: 100% typical 81% rapid v 55% non	Year 6 have had two years of Latin from a very experienced outstanding teacher. The Y6 class teacher has used Latin to support her own professional development and adapt her teaching accordingly leading to high attainment and v. good progress.	Continue Latin programme for one more academic year. Ensure all teachers in Y5 & 6 are using Latin as part of CPD and adapt planning accordingly. Literacy leader to oversee.
	P4C – Year 1 – 6 HLTA	<b>Writing:</b> 87% V 88% <b>Reading:</b> 90% V 93%	P4C demonstrated impact in reading & writing as well as high quality provision cross the school. All P4C lessons judged as good and quality of writing good or better across the school	All teachers to receive professional development in P4C 2017-18. Ensure assessment of P4C is consistent and a robust system in place. Continue to use P4C as PPA cover.
	Online programmes for maths and the curriculum.	<b>Maths:</b> 87% V 90%	Good use of Espresso for teaching and learning. Higher profile of Mathletics now in school.	Review impact of Mathletics across the school usage and impact. Difficult to monitor impact unless monitoring usage of Mathletics & Espresso at home. Teachers do use Espresso to enhance teaching and learning.

	CPD for staff, Maths mastery Year 3, writing – whole school	<b>Maths:</b> 87% V 90% Y1 – 6 typical + Y6: 4/8 PP (HA) 50% V non 50% typical + progress	Maths mastery has had an impact on those attaining greater depth in Year 3 5/30 (19%) 2016 now 10/29 (34%) at greater depth. Teaching across the school is good or better with 38% of teaching and learning outstanding. Progress in all year groups is strong.	Implement Maths Mastery in Year 3, 4 & 5. CPD for all teachers across the school in Maths Mastery.
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.		<b>Lessons learned</b> (and whether you will continue with this approach)
		<b>Progress PP (63) v Non (108)</b>	<b>School evaluation through monitoring</b>	
Raise standards in English and Maths.	Speech Bubbles,  HLTA for maths	All pupils in Speech Bubbles passed phonics test in Year 1 and in Year 2.  Yes <b>Maths:</b> 87% V 90% Y1 - 6 Y6 4/8 PP (HA) 50% V non 50% typical + progress Y5	Current Y5 cohort less HA PP than core group. Issues with NQT first term; high level of input for Y5 cohort with teachers due to high level of social, emotional and behavioural needs.	Analyse provision in maths and ensure HLTA is utilised effectively with Higher attainers and middle attainers. Analyse Year 5 results (current Year 6 and end of KS2 results in maths and identify gaps.
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.		<b>Lessons learned</b> (and whether you will continue with this approach)
Vulnerable pupils make improvements in punctuality, behaviour and progress as well as experiencing wider opportunities.	Extra curricular clubs, Breakfast club, residential trips, therapy	Yes. PP pupils made good progress overall, High attendance of clubs – Breakfast/After school club provision as well as choir. Attendance of PP		Continue approach. Extend provision of clubs where possible using outside support.