

Newbald Primary School Review of Expenditure

Review of expenditure			
Previous Academic Year		2019/2020 (Total amount projected funding: £13,800, actual funding £15,415)	
		Total projected costs: £15,161 Actual costs: £18,697	
i. Quality of teaching for all			
Action	Intended outcome	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)
Teaching Assistants supporting individuals and small groups across the ability range, including PP children, with targeted short and medium term support and interventions. All children to access Quality First teaching across the week. Teacher employed on a 0.4 basis to support Year 5/6 cohort. Specific CPD and staff training implemented to support and challenge all children, including PP children Specific educational subscriptions to support children's learning. Specific assessments to enable more detailed, consistent and quality assured judgements across school	A/B	TA staff accessed training throughout the year as appropriate. Within Class 4, the PP children were often given extra support in core subjects, particularly maths. This was switched between TA and T support. More specific TA support was given during interventions - many PP children received 1:1 maths support from the Class 4 TA. We had attachment training which helped with providing the best care for our post-looked after children. We also trained in and used the behaviour competencies which also helped support de-escalation strategies to deal with trickier behaviour. Phonics groups were kept small and delivered across the school by teachers and TA staff.	TA's and teachers will still access training relevant to their roles as and when this becomes available - this will now be mainly done online via Zoom calls etc, as no face to face contact is happening. Phonics groups will still happen across school and the groups are kept as small as possible to ensure the children receive quality teaching at their level - no mixed groups across classes can happen at the moment as we cannot mix 'bubbles'. Next year the Year 5/6 class does not have the numbers to warrant employing another member of staff to split the class, so this class will be taught as one by one teacher. However, between classes 3 and 4, they do currently have 3 TA's, so these can be shared accordingly as they are needed for different roles across school. We are still learning daily regarding the Covid-19 pandemic and things are regularly changing in school. This will continue into the next school year.

		Interventions put in place across school immediately (when needed) to boost individual children; ELSA, Maths and Literacy based. The teacher who was employed on a 0.4 basis to support class 4 was a success as this allowed the teaching to be more year group specific and enabled us to have a lower child to teacher ratio, so the teachers could focus on their children more closely. It had the most positive effect for the children in Year 6. One particular child made brilliant progress, arriving in KS1 assessed on P-scales and leaving in Year 6 with WTS in Maths and Reading and EXS in Writing. Many PP children had access to Lexia. In Class 4 they came in early on certain days to complete this. Unfortunately the Covid-19 pandemic happened in March 2020 and since then the whole school dynamic has changed.	
			Total Cost £15,905

ii. Targeted support			
Action	Intended outcome	Estimated impact:	Lessons learned
Weekly ELSA –nurture sessions both small group and 1:1 sessions with qualified member of staff.	C/D	Medium to high: Time spent with PP children- talking about transition and help with other issues. This was requested again by the child. Elsa time spent with PP child - had a positive impact on confidence in the classroom and socialising with peers.	ELSA support to continue next year as needed and when appropriate. Staff training to be kept up to date regarding ELSA support.
Total Cost			£1403
ii. Other approaches			
Action	Intended outcome	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)
Financial contributions to music tuition, non-residential and residential educational visits and extra-curricular activities for PP children to participate in.	D	Medium to high: Two children received music tuition paid for using PP money. One child received guitar sessions and one child received keyboard sessions. Money also used to pay for the residential trip for PP children.	This approach will continue next year and PP funding will be available to support these children with extra-curricular activities and trips.
Total cost			£1389

Additional detail

It should be noted that, due to the small cohort of PP pupils, trends based on one academic year can be obscured. It should also be noted that the academic year 2019-2020 was very different due to the Covid-19 pandemic which we are still in the middle of. Figures will not be as accurate as normal and the impact of certain interventions and actions will not be able to be fully evaluated as they did not happen as they normally would have done or get completed throughout the year.