

5. Review of expenditure

Previous Academic Year **2018/19 - Northern Parade Junior School**

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)	Cost
All PP children reaching at least age related expectations	<ul style="list-style-type: none"> - Assistant Head to lead each year group and be non-class based. - Utilise LET to plan in challenge and variety of activity in English sessions - Participate in 'Challenge the Gap' with a focus on raising outcomes for PPG in mathematics - Clear assessment calendar and use of QLA to better target future plans 	<ul style="list-style-type: none"> - Not all children reached ARE e/o 2018/19 for end of Key Stage Assessments. <ul style="list-style-type: none"> • 8% gap between Dis and non-Dis for RWM (in school) <i>Gap has reduced by 6% previous yr.</i> – [12% gap between all pupils at NPJS and national data – this is a reduction of gap from previous yr by 5%]. • 11% gap between Dis and non-Dis for R (in school) <i>Gap reduced by 4% from previous yr.</i> • 7% gap between Dis and non-Dis for W (in school) <i>Gap increased by 3% from previous yr</i> • 11% gap between Dis and non-Dis for M (in school) <i>Gap has reduced by 11% from previous yr.</i> - AHTs have led year groups and been non-classed based. AHTs will target key marginals for support & interventions and monitor quality of teaching and coach as required. - Support from LET and KB in planning for English. - Also support for yr 6 1:1 pupil conferencing. This had a significant impact on results and led to 'All pupils' achieving 1% more in writing than the national average. The gap for Dis and non- Dis pupils has reduced. - e/o KS2 results for Reading were lower than expected with a 17% gap between 'All pupils' and national. However, the gap between Dis and non-Dis was reduced within school. - The Times Table Rock Stars focus for 'Challenge the Gap' programme was rolled out across the school. TTRS data showed an improved participation with home learning and an improved performance in all years in the arithmetic tests. - A new, clear assessment calendar was put in place and adhered to across the school. The school trialed a number of monitoring cycles throughout the year and settled on half-termly monitoring weeks (part of the focus was to have professional dialogue regarding PP chn). Some Testbase QLA was used to inform AFL and address gaps. However, intervention impact was not tracked or evaluated. 	<ul style="list-style-type: none"> - Whilst the gap is closing between Dis and non-Dis pupils, more work is to be done to close the gap entirely. - Restructuring of Leadership has meant that AHTs, have taken on further strategic roles. - Continue to utilize support for planning from English / Maths Leads & implement 1:1 pupil conferencing for Writing even earlier this following year. - Whole school focus on Phonics & Reading (SIP 2019/20) - Given the success of the CtG TTRS initial programme and the roll out across the whole school (in terms of attainment and learning behaviours & confidence for PP eligible pupils), this should be continued over the next year. - Also to use the same format for the Excellence for Everyone programme (that has a Reading Buddies focus). - Analyse the effectiveness/ impact of interventions across all years. - The gap between Dis and non-Dis did not reduce for e/o yr attainment across the school – however, the school went from a 'best fit' to a 'secure fit' assessment strategy which impacted results. - New PiXL assessments and interventions to be brought in across Juniors will; inform assessment calendar, tighten judgements inline with national data thresholds, provide quality QLA, inform appropriate interventions and improve intervention tracking & evaluation. 	Total cost £152824

ii. Targeted support				
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)	Cost
All pupils, but PP in particular, make better progress	<ul style="list-style-type: none"> - Challenge the Gap in all years. - PPMs and ½ termly pupil performance analysis completed. - Pupil conferencing in maths and writing - Participation in Maths Mastery -Continue to use TTRockstars 	<ul style="list-style-type: none"> - E/o KS2 RWM 2019 data showed an average gap of 9% between Dis and non-Dis pupils and this gap has decreased from previous years. However, current yr 3 & 4 data showed e/o previous year data at an average 20% gap for RWM. Current yr 5 & 6 have an average 6% - Pupil Progress Meetings and ½ termly data evaluation by each class teacher was put in place. This enabled CTs to have professional dialogue with AHTs about data and attainment, as well as identify Key marginals pupils and address barriers for learning for groups including PP pupils, and therefore target pupils and responsive interventions. - Challenge the Gap – see above. - 1:1 pupil conferencing was introduced to all staff the PDM. See above. - Book/ planning scrutiny and lesson drop-ins show evidence that CTs are utilizing a Maths Mastery pedagogy and that more pupils are achieving more in every lesson. – This approach supports PP chn in 'keeping up not catching up'. The school hosted Shanghai Teachers and all staff were able to observe sessions- and teachers reported that they felt more confident in the mastery, whole class approach. Also, the 'shanghai' method supports PP pupils with language to reason their learning with stem sentences. 	<ul style="list-style-type: none"> - Focus on reducing gap for all years and in particular yr 3 & 4. - Ensure ½ termly PPMs continue so that CTs can identify and address needs for PP pupils. (Utilize PiXL QLA and data to identify and track impact of 'therapies'. - Given the success of 1:1 pupil conferencing on E/O KS2 W results, expand strategy for R & M across all years – and with focus on PP pupils. (AHTs and HLTAs to support for cover CTs). - Collate contextual information and data for PP pupils in one place. - Continue to develop Maths Mastery approach and Live marking/ feedback to support greatest impact on pupil learning. 	Total costs £17502
iii. Other approaches				
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)	Cost
Improved attendance and punctuality for all pupils, in particular PP	<ul style="list-style-type: none"> - Regular monthly meetings between attendance officer and leadership team 	<ul style="list-style-type: none"> - Whole school attendance is good at 96% or above. - Persistent Absence for Junior school is 8%, yet could improve further. - Of the 39 PA pupils, 20 (51%) are Disadvantaged pupils. - Pupils and CTs enjoy the prestige of collecting Class Certificates for best attendance. 	<ul style="list-style-type: none"> - Further focus is required for PA PP pupils. AHTs to monitor rates regularly and contact parents to support/ refer/ evidence reasons for absence. 	Total costs £35325

	- Attendance discussed and feedback given to in weekly leadership briefing			
Develop an increased wealth of language through school trips, invited guests and use of technology.	<ul style="list-style-type: none"> - Trips and visitors embedded into the curriculum. - Additional opportunities to develop language included in all schemes of work. 	<ul style="list-style-type: none"> - All units of work (mostly ½ termly) have engaging hook activities, enriching experiences and trips/ visitors. PP pupils receive financial support where required to ensure all pupils access the full curriculum and broader experiences. - All year groups now have a set of 30 I pads to support children with their learning. The Innovation Suite is now complete. 	<ul style="list-style-type: none"> - Continue to develop an enriching curriculum to engage pupils in their learning, help them make links, enhance opportunities to develop language through experiences and articulate their thinking. - Appoint 2 xTLR – to oversee curriculum development, enrichment and progression across the school. - Ensure Ipad use is maximised within all year groups to improve outcomes for all pupils. Provide access and homework clubs to support parents & PP pupils as well as ensuring all chn have access to IT. 	
			Total budgeted cost	£205,651

6. Review of expenditure				
Previous Academic Year		2018/19 - Northern Parade Infants School		
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)	Cost

<p>Improved communication skills and learning behaviours</p>	<p>-Assistant head to lead whole school work on learning behaviour through Growth Mind Set.</p> <p>-Up skill staff to use the new innovation room to develop engaging interactive lessons to develop language.</p>	<p>- Growth Mindset training (INSET) for all staff. Lesson drop-ins show that pupils use the language of growth mindset to support their resilience in their learning. Children are more willing to take risks with their learning, share their thoughts and work through errors to build understanding. Classrooms all have Growth Mind Set displays, and CTs promote the ethos. It is particularly embedded in Maths learning.</p> <p>- Key staff have been trained on using the innovation room. Whilst most classes have used the interactive 'green wall' to support & enrich learning and broaden pupil's experiences to extend their exposure to new language, further usage needs to be promoted in order to maximise benefits from this cost.</p>	<p>- Continue to embed Growth Mindset ethos in the next academic year and ensure new teaching staff are aware of its benefits.</p> <p>- Further training to be carried out to encourage the usage.</p>	<p>Total cost £43,000</p>
<p>Additional needs supported effectively</p>	<p>-Support monitoring by inclusion officer/SEND lead Support from professionals</p> <p>-Up skill TA's and the time tabling of their time in classroom and groups.</p> <p>- Challenge the Gap</p>	<p>- Annual monitoring cycle has been set up and included drop-ins to assess support for SEND. SENCO has conducted regular reviews of ISSPs and provision.</p> <p>- AHTs have identified needs and timetabled TA to best support need. Leadership have monitored provision.</p> <p>- Pastoral team (Dragon's Den) have conducted Parent Workshops to support parents with children with additional SEND needs as well as regular SEMH programmes for individual pupils and small groups.</p> <p>- The Times Table Rock Stars focus for 'Challenge the Gap' programme was rolled out across the school. TTRS data showed an improved participation with home learning and an improved performance in all years in the arithmetic tests.</p>	<p>- Tracking effectiveness & impact of interventions needs to improve to maximise outcomes for PP eligible group.</p> <p>- Tracking and impact of Dragon's Den programmes needs to improve.</p>	
<p>Language development to enhance progress</p>	<p>- High quality school trips aimed at broadening practical experiences.</p> <p>- Targeted children experiencing tailored outside experiences.</p>	<p>- All units of work (mostly ½ termly) have engaging hook activities, enriching experiences and trips/ visitors. PP pupils receive financial support where required to ensure all pupils access the full curriculum and broader experiences.</p> <p>- There is a 21% (R) and 20% (W) gap at the e/o KS2 results between Disadvantaged pupils and their non-Disadvantaged peers. The attainment of these PP pupils is 39% and 35% respectively.</p>	<p>- Continue to develop an enriching curriculum to engage pupils in their learning, help them make links, enhance opportunities to develop language through experiences and articulate their thinking.</p> <p>- Appoint 2 xTLR – to oversee curriculum development, enrichment and progression across the school.</p> <p>- Raise the attainment of all pupils and decrease the gap for PP pupils.</p>	

ii. Targeted Support				
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)	Cost
Improved social emotional and behavioural development for PP children facing barriers to learning.	Support school trips/subsidise, external clubs and outings for PP children	As above.	As above.	Total cost £30,000
Individual support for those with more SEN needs	SENCO Outside services	As above.	As above	
iii. Other approaches				
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)	Cost
Increased confidence in learning and improved levels of self-esteem	- PSHE assemblies and group work Growth Mind Set Pastoral Support	- Pastoral team (Dragon's Den) have conducted Parent Workshops to support parents with children with additional SEND needs as well as regular SEMH programmes for individual pupils and small groups. - Growth Mindset training (INSET) for all staff. Lesson drop-ins show that pupils use the language of growth mindset to support their resilience in their learning. Children are more willing to take risks with their learning, share their thoughts and work through errors to build understanding. Classrooms all have Growth Mind Set displays, and CTs promote the ethos. It is particularly embedded in Maths learning.	- Tracking and impact of Dragon's Den programmes needs to improve. - Continue to embed Growth Mindset ethos in the next academic year and ensure new teaching staff are aware of its benefits.	Total cost £20,000
Improve attendance and punctuality	- Regular monitoring of attendance and the impact on progress. - Set up meetings when attendance	- Whole school attendance is good at 96% or above. - Persistent Absence for Infant school is 8%, yet could improve further. - 2018-19 data shows that: - Of the 28 PA pupils, 12 (43%) are Disadvantaged pupils.	- Further focus is required for PA PP pupils. AHTs to monitor rates regularly and contact parents to support/ refer/ evidence reasons for absence.	

	is under 95% to see how the school can support.			
			Total budgeted cost	£93,000