

WISE Prudhoe West Review of expenditure				
Previous Academic Year		2018-2019		
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
A: Improve outcomes for pupils in EYFS in speaking and listening, through the development of oracy skills.	<p>Liaise with (SALT) Kirsty Page Language specialist and train all EYFS staff in the use of Launch pad to Literacy.</p> <p>Deliver bespoke intervention to individual pupils.</p> <p>Speech Therapist to deliver 1:1 training for TA: to lead 'Early Talk Boost' Sessions.</p>	<p>All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/evidencesummaries/early-years-toolkit/communication-andlanguage-approaches/</p> <p>Reception: 81% GLD 43 out of 47 pupils achieved ELG in Listening and Attention 43 out of 47 pupils achieved ELG in Understanding. 40 out of 47 pupils achieved ELG in speaking</p> <p>9 out of the 11 Pupil Premium Pupils in reception achieved an ELG in Communication and Language.</p>	<p>This approach proved successful for most children. The children who are working towards the expected standard in Communication and Language are on the SEN register and have received support from Speech and Language and / or the Language and Communication Team. However, these children have made progress from their starting points. Interventions will continue in Year 1 to maintain progress and a full diagnostic assessment will be made to identify any gaps in phonological awareness.</p>	£1500
C Improve outcomes for PP pupils in reading and writing and Maths in KS1 and KS2 so that more pupils reach age related expectations.	<p>Implementation of Talk for Writing across school to improve outcomes for writing in all year groups.</p>	<p>The Talk for Writing approach enabled the children to imitate orally the language they needed for each topic, before reading and analysing it, and then writing their own version.</p> <p>Children moved from dependence towards independence with the teacher using shared and guided teaching.</p> <p>Children have made expected progress but will need to accelerate progress to close the gap.</p>	<p>We will continue to embed the Talk for Writing approach so it supports all children. Planning cycles have been refined to accelerate progress and provide more opportunities for extended writing.</p> <p>Our English Lead will monitor the changes closely to ensure progress for all.</p>	£3000

<p>C Improve outcomes for PP pupils in reading and writing and Maths in KS1 and KS2 so that more pupils reach age related expectations.</p>	<p>Whole school, 'Reading' sessions. Daily 30 minute 'Wise Read' sessions timetabled.</p> <p>Employed HLTA to deliver 1:1 reading sessions for PP pupils.</p>	<p>Daily reading sessions ensured that children who didn't read at home were able to spend an increased amount of time reading. They were also able to access a wide range of quality texts,</p> <p>Accelerated Reader assessment tools enabled staff to monitor reading progress and plan next steps to develop fluency and comprehension skills.</p> <p>All staff trained in the delivery of 'Wise Read' sessions.</p>	<p>Accelerated Reader is embedded in practice. Staff are trained in the delivery of Wise Reads and changes and modifications of the program are due to be implemented in September 2019 to address identified key areas for development.</p> <p>A new Leader for Early Reading and Phonics is to be appointed in September 2019 to continue to develop our reading provision.</p>	<p>£2000</p> <p>£750</p> <p>3x £420</p>
<p>C Improve outcomes for PP pupils in reading, writing and Maths in KS1 and KS2 so that more pupils reach age related expectations.</p>	<p>Maths Mastery embedded in practice. Same day interventions Use teaching staff to ensure classes remain single form year groups and drive up standards with smaller class sizes. Use HLTA's and TAs to successfully support the needs of all, both emotionally and academically.</p>	<p>PP pupils have benefitted from the mastery approach using concrete, pictorial and then moving into the abstract.</p> <p>Same day interventions have strengthened understanding and enabled more learning to continue in the classroom with their peers.</p>	<p>Monitoring will continue next year with a focus on fluency and with a new Maths Leader.</p> <p>Same Day Intervention will continue to be developed but intervention support for groups of targeted PP will be put in place to accelerate progress.</p> <p>PP pupils will need to make accelerated progress if they are to close the gap. Quality First Teaching strategies and planned interventions will be essential for these pupils. Launchpad to Literacy will be used as a diagnostic tool to drill down to the gaps in basic skills.</p>	<p>£31.600</p> <p>£14,766.60</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
B Phonic results at the end of Year 1 continue to show improved outcomes for PP pupils.	New staff trained in 'Sounds Write', approach. 1x additional TA to provide small group intervention during phonics sessions in Key Stage 1. Y1 and 2 stream for additional support. Phonics groups for whole school.	Phonics: The majority of pupils who did not achieve the expected standard in phonics have made progress and closed the gap from their starting points. This year the EYFS and Year 1 team have worked closely together and this has allowed ability grouping for pupils to be done prior to entry into year 1. Groups will be fluid but phonics will start on day one of the school year.	Continue to ensure consistency throughout the year group with, members new to school, being trained in the use of Sounds Write. Staff will have refresher CPD. Alongside the Sounds Write approach SEN children have been working on a phonological awareness programme provided by the Speech and Language Team and this has had a positive impact on blending and segmenting skills.	£800
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
E Improve pupil wellbeing and ensure they have all the requirements to access learning at all times.	To subsidise educational enrichment experiences. Homework club to support KS2 PP pupils, ensuring they have access to paper, pencils and research tools such as computers.	Pupils attending the outdoor learning sessions. Christmas Pantomime: ALL who were available to go attended. Robinwood Year 4: 11 out of 19 attended The group was well attended by all invited and homework was completed on time. Opportunities were given for staff to make recommendations on curriculum topics that needed addressing and this led to some pupils carrying out research questions on particular topics so that they could advantageously share with peers.	This will be offered again next year due to the valuable experiences and learning opportunities that the pupils were able to access.	£2500

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E Improve pupil wellbeing and ensure they have all the requirements to access learning at all times.	Opal: Outdoor play and learning' programme used at playtimes to support pupil wellbeing.	Fewer behaviour issues on the yard. Purposeful play evident. Friendships developing across year groups with evidence of mutual respect for younger and older peers. A greater awareness of other's needs. This approach is developing an awareness of cultural and social needs of all and a mutual respect for each other, with pupils having a greater understanding of how to solve conflict more appropriately if it arises.	Areas have been zoned to avoid collisions for example large toys, small word etc. Pupils have been trained in how to play together and how to treat equipment. Staff and Teachers are swift to address any social need that arises on the yard.	£3900 £120
	Mission Mental Health project: run by PE specialist to promote a healthy mind. Introduce Nurturing Program Key worker, designated TA assigned to support Nurture groups.	Nurturing program has led to pupils being able to access additional support when they are finding playtimes and social interaction challenging. They receive support to help them manage their emotions and become more resilient. Pupils entering lessons after lunch are calmer and there has been fewer reported incidents after lunch.	Nurture program and staff training is essential to ensure the success of this approach. Development of a nurture room to enhance the success with additional resources added when possible. Continue targeted support for key pupils and broaden this target group to support other emotional and behavioural needs.	10 x supply MG - £1400 2.5 hours 5 days a week. £156.25

1. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk