

Review of Expenditure 2017-2018			
Desired Outcome	Measures	Impact	Next Steps
Accelerated progress	Quality first teaching/retaining outstanding class teacher/Additional classroom assistant in Y5/6 /0.1 dedicated teacher to support reading	Most pupils across all years are meeting age related or above expectations in July 2018 Raised standards evident in books and improved engagement in lessons Case studies on disadvantaged pupils show accelerated progress 100% teaching is good or better	Focus on presentation and handwriting to raise self-esteem and sense of pride. Fund additional CA and teacher to promote reading in 2018-2019. Involve parents more innovatively to support reading and spelling.
Confident and independent learning behaviours	THRIVE Kingfisher Room as a support to inclusion and integration Pupil and Family Support Worker Support Designated roles and responsibilities for Y5/Y6 pupils CPD Support training for 5 DSL's across service	Stronger pupil voice Most pupils able to effectively self-assess Most pupils able to constructively use and give feedback School culture of celebrating own and other achievements Higher levels of engagement with lessons Upskilled staff re Assessment for Learning Raised aspirations	Develop self and peer assessment More systematically reward effort Use the agreed '4 questions' consistently to support pupils to take ownership of their learning.
Full access to curricular and extracurricular activities with positive social integration	Additional classroom assistant in Y5/6 Additional 1:1 classroom assistant in Y1/2	Pupils spending less time away from the classroom Pupils reporting feeling happier and safer Sustainable friendships Pupils better regulating emotions Staff applying CPD effectively Decrease in exclusions Pupils more fully accessing curriculum Good pupil progress across school Attainment targets met Very positive relationships with adults Improved playtimes Safer and supportive school ethos Informative systems to measure and analyse behaviour Established role for Pupil and Family Support worker	Continue to develop the role of the Pupil and Family Support Worker and use of Kingfisher room. Streamline systems to holistically support pupils
Behaviour managed to reduce negative impact on own and others' learning	Transition / joint working between pre school/school Systems in place for early Intervention Pupil and Family Support Team meetings		
		More effective parent partnerships especially with	Be more innovative in

Parents and carers supported to get back on track with a focus on child's education, health and safety		vulnerable pupils More effective multi agency partnership Systems in place for assess/plan/do/review cycles Good attendance Early intervention Key staff with FSP training	building parent partnerships to positively impact on standards
<p>Additional:</p> <p>The school is consistently adopting the THRIVE approach and Christian core values which positively impact teaching and learning. All nursery children transitioning to school are screened.</p> <p>Case studies evidence the dynamic support pupils have been offered and the impact that support has had on attendance, progress, attainment and wellbeing of disadvantaged pupils.</p> <p>Data across the school for 2018 is stronger than in 2017.</p> <p>The school is closer to being able to say all adults know and understand the needs of all children and are working consistently to meet those needs.</p> <p>The role of Pupil and Family Support Worker has been key to whole school improvements.</p> <p>Visitors comment on the inclusive ethos of the school.</p>			

Please contact the school office if you would like to further discuss evidence of the impact of the school's work to support its disadvantaged pupils.
 The school's most current data can be found on www.gov.uk/school-performance-tables