

Review of expenditure The Queen's CE Primary School				
Previous Academic Year		2020-21		
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
Teachers are able to have a variety of strategies to support the needs and progress of Middle and Lower Prior attainers (funding towards pedagogical principles Professional learning with Andy Hind)	Teacher support	<p>CPD took place.</p> <p>Pedagogical principles have been created and discussed to enable use of different tools in classrooms.</p> <p>The work was interrupted by lockdown due to Covid in the Spring Term.</p> <p>Diminishing the Difference report shows narrowing of gaps for Reading (-15.3%) and Maths (-29.5%) for PPG pupils and a slight increase of the gap in Writing (0.4%)</p> <p>(See attached data)</p> <p>Writing was most impacted as a result of lockdown.</p>	<p>Lockdown meant that our focus shifted to more immediate provision of support for pupils in the classroom on gaps in learning and skills.</p> <p>Pedagogical principles will be revisited as part of the work on QFT we will be undertaking in the academic year 2021-22</p>	£1200
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
<p>Gaps in pupils' learning are diminished to bring them closer to achieving the age expected level.</p> <p>Targets set at the start of the intervention are met at the end of the intervention.</p>	Interventions from TA and teaching staff according to needs of pupils.	<p>Interventions were used to support gaps in learning that materialised during lockdown.</p> <p>English was identified as an area that needed further focus post-lockdown, firstly reading which would then be followed by writing in Autumn and Spring 2021.</p> <p>Comparing PP with Not PP, the gap in attainment was reduced for pupils with PP who were on track or higher, in Reading (15.3%), slightly increased in Writing (0.3%) and reduced in Maths (29.5%)</p>	<p>Supporting children in class with known adults meant that pupils settled back to school quickly and their mental health needs and anxieties around learning were able to be addressed.</p> <p>Covid increased the need in this area.</p> <p>Additional intervention support out of class, when specifically targeted, with quality teaching, was successful in helping children fill some of their learning gaps.</p>	26960

<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)	<b>Cost</b>
Disadvantaged pupils have access to extra-curricular opportunities	Funding of club access for each child entitled to FSM	<p>Club access taken up with PP children using their allocated budgets:</p> <p>Autumn Term:75% Spring Term: Covid (no clubs) Summer Term:57%</p> <p>Facilitating pupils to participate in extra-curricular activities, increasing social and cultural experiences and supporting parents with this financial aspect.</p>	Good use of the funding – pupil wellbeing and integration into additional opportunities	3000
Enhanced SLA Educational Psychology service for advice and assessments	Increased advice and solutions for individuals, for teachers and TAs to be able to support pupils more specifically.	EP service used to support pupils– the additional hours were required and were EP hours would have been consumed by this process and as such we have been able to maintain support for additional pupils in increasing this SLA.	Good use of the funding as it ensures that we have additional specialist resources to support our pupils in a timely way.	2500
Enhanced SLA Emotional Wellbeing Service	Increased support for mental health and wellbeing	This support did not take place this academic year due to unavailability of professionals.	School will not use funds for this project again- engaged with a Trailblazer Mental Health Project as an alternative.	1620 (awaiting reimbursement )