

## 5. Review of Expenditure

### i. Quality of teaching for all

Action	Intended Outcome	Estimated Impact	Lessons Learned	Cost
<p>New books purchased to enrich all reading levels, including texts with lexile values above 1000.</p>	<p>All more able PP children will be making at least expected progress and achieving above national statistics at the end of KS2. Gaps between PP and NPP will be diminished.</p> <p>A greater awareness of PP children and their individual needs, (including home circumstances – historical and current) leading to improved provision and outcomes.</p> <p>PP children will be showing greater resilience and self-regulation during the school day – both in learning and during less structured time (break and lunchtime)</p>	<p>Book banding for children has become more concrete and children are excited about the variety of texts around school.</p> <p>When completing the PP data analysis for the end of 2018-2019, the percentage of PP children at the end of the academic year working at ARE in Reading was 84%, 23% greater than that at the end of KS1. The gap between PP and non-PP readers is a marginal 0.9.</p>	<p>We feel that reading is very important at Bramley Sunnyside and that having a range of exciting genres and text types not only excites children but also develops children’s creativity in writing. The books that we have purchased should now last for a good period.</p> <p>The learning environment in the corridors showcases an attractive array of beautiful books, presented on the bright, colourful bookcases. This entices the children’s enthusiasm to choose books.</p>	<p><b>£42,236.84</b></p>
<p>Enhanced CPD for all staff – teaching and support staff.</p>	<p>All more able PP children will be making at least expected progress and achieving above national statistics at the end of KS2. Gaps between PP and NPP will be diminished</p> <p>A greater awareness of PP children and their individual needs, (including home circumstances – historical and current) leading to improved provision and outcomes.</p>	<p>As a school we buy into ROSIS and staff attend a variety of CPD courses which are then fed back into school. The areas of CPD that have been covered by staff in the academic year of 2018/2019 were:</p> <ul style="list-style-type: none"> <li>-Food safety in education</li> <li>-Mental Health/wellbeing of children and staff</li> <li>-Child Protection</li> <li>-End of KS2 assessment training</li> <li>-P4C</li> <li>-Outstanding Teaching Assistant Programme</li> <li>-Gymnastics and outdoor games</li> <li>-Recently Qualified Teacher Training</li> <li>-Behavior Management</li> </ul>	<p>As we progress into the next academic year, staff have signed up to further CPD courses consisting of the following for autumn term 1 alone:</p> <ul style="list-style-type: none"> <li>-Artsmark</li> <li>-Newly Qualified Teacher Training</li> <li>-Subject Leader Training</li> <li>-NPQML</li> <li>-Literacy subject knowledge; the teaching of GPS</li> <li>-Mentor training</li> <li>-Safeguarding</li> <li>-PSHE</li> <li>-Assessment Leader Network</li> <li>-OTAP</li> <li>-SENDCo training</li> <li>-The teaching and learning of Reading for support staff</li> </ul>	

		-Picture This	-SEMH to support children in the classroom -Essential mental health in schools -Understanding childhood trauma -Meeting the Millennial Need.  Staff have a greater awareness of the specific needs of individual children and are proactive in their approach to meeting their needs, subsequently targeting CPD to broaden their understanding and teaching and learning styles.	
More able Y6 reading, writing and maths groups both in and out of school time.	All more able PP children will be making at least expected progress and achieving above national statistics at the end of KS2. Gaps between PP and NPP will be diminished	Staff's strengths were utilised with Mrs Robson taking the lead on reading and Mrs Buckley lead on writing both who are SLE's for their subjects. Miss Jepson, who is also an SLE, led workshops and booster sessions for maths and since introducing the mastery approach, maths as a whole, has greatly improved within school.  At the end of this academic year, the gap between PP and NPP children within the core subjects reading and maths is marginal (maths being 0.2 and reading being 0.9) and in writing there is no difference between the two as both PP and NPP children have made on average 8.2 points progress at the end of the academic year.	Last year enabled subject leaders to demonstrate how best to teach their subjects and what the expectations for GDS are. This has now been passed back to class teachers with supervision from the English and Maths team leads and regular work scrutinies have been added to the calendar throughout the year.  There is an increased awareness of the progression within subjects and ensuring that lessons are accurately pitched to challenge all learners.	
Full time teaching assistants in every class (including 1-1 support where necessary) contracted to begin work at 08:30 to support preparation, and to	A greater awareness of PP children and their individual needs, (including home circumstances – historical and current) leading to improved provision and outcomes.  PP children will be showing greater resilience and self-regulation during	In the academic year 2018/2019 we had employed 18 members of support staff and 4 HLTAS. We had in school 6 children with Education Health Care Plans who required 1:1 or 1:2 support. The majority of these staff begin work at 8:30 and finish work at 15:30.	As we progress into the new academic year, we have the same number of support staff and we remain with 6 children who require 1:1 or 1:2 support with an Education Health Care Plan.	

finish at 3:30pm to support end of day evaluation of teaching and learning.	the school day – both in learning and during less structured time (break and lunchtime)		We now also employ 1 member of support staff and a member of the pastoral team to lead morning breakfast club that begins at 8am.  A lot of time is devoted to ensuring that the relationships are right between children to get the very best from all our learners. Relationships are key.	
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## ii. Targeted Support

Action	Intended Outcome	Estimated Impact	Lessons Learned	Cost
Bespoke coping strategies for individual children including anger and anxiety gremlin work.	All more able PP children will be making at least expected progress and achieving above national statistics at the end of KS2. Gaps between PP and NPP will be diminished.  A greater awareness of PP children and their individual needs, (including home circumstances – historical and current) leading to improved provision and outcomes.  PP children will be showing greater resilience and self-regulation during the school day – both in learning and during less structured time (break and lunchtime)	Mrs Yellowley was our designated member of staff to complete the majority of the ‘Anger and Anxiety’ gremlin work recommended by the educational psychology department. In the year 2018/2019, she worked with 5 key children on the anger unit of work and 5 key children for anxiety.	These units of work are effective and children have stated that the programmes help them to understand and to be able to control their feelings of anger and/or anxiety. This work can be ongoing on revisited as much as needed.  Evaluations were completed with children, parents and teachers to reflect on individual progress. All were positive – with children being able to articulate a difference in their feelings and families commenting on a positive difference, particularly over holiday periods.	<b>£47,302.78</b>
Introduction to morning nurture provision for identified children.	PP children will be showing greater resilience and self-regulation during the school day – both in learning and during less structured time (break and lunchtime)	Key children were identified at the start of the academic year who could potentially benefit from a morning intervention to help elevate anxiety or to help settle into the school day and routine. There were various activities in the morning for different groups of children such as boxercise and a nurture group.	Through parent and child questionnaires, these groups proved to have a great impact on the wellbeing of those children who attended the sessions and therefore will continue into the new academic year. The Acting Headteacher sent postcards to the children during the summer holidays inviting them back to the groups, which many parents commented on their appreciation for this – making a difference to their children coming back to school.	

Art therapy	PP children will be showing greater resilience and self-regulation during the school day – both in learning and during less structured time (break and lunchtime)	Mrs Davies led various art sessions throughout school and in doing so used art in a form of mindfulness, where children could be calm and creative.	Due to the success of these groups, the sessions have once again been timetabled twice a week. New children are invited to attend the groups as and when staff and parents feel it is most beneficial, e.g. when a child is going through a traumatic/anxious period. The feedback from both the children and families is very positive and appreciated.	
	PP children will be showing greater resilience and self-regulation during the school day – both in learning and during less structured time (break and lunchtime)	Mrs Plant and Mrs Ashton now run the breakfast club before school starting at around 8am. Here children can socialise, eat and relax before the school day begins. If a child has a 1:1 or requires 2:1 support, these staff will be paid for supporting the child with any after school clubs.	The breakfast club will continue as so far it is proving successful.	

### iii. Other Approaches

Action	Intended Outcome	Estimated Impact	Lessons Learned	Cost
Attendance officer to monitor attendance daily with a first day response provision. Pastoral and Support Inclusion Mentor to monitor pupils and set up systems for low attendance. Also work in conjunction with LA and EWO.	Increased attendance rates	Attendance rates are closely monitored daily by Mrs Briddock who then met regularly with Heather Cowley (EWO) Each case was discussed on an individual basis and next steps set.	The role of the EWO no longer stands however now, we have a link through Early Help who, just as the EWO has set dates to meet with Mrs Briddock, who continues to monitor attendance daily.  Early Help now work with all teachers, led through the SLT to discuss concerns linked to safeguarding too.	<b>£15,995.20</b>
Quick response feedback, that is consistent across the school.	Improving children's learning outcomes, attainment and progress.	The school marking and feedback policy is updated with staff annually or as needed. There are regular work scrutiny sessions timetabled to monitor work and the feedback that children are given. Fix It Time' is incorporated within maths lessons	Instant feedback is a great method of providing children with direction and reassurance. This elevates any worries or anxiety that a child might have and builds confidence. The marking policy once again will be updated and reviewed for the academic year 19/20.	

		and in writing; the editing process is clear and immediate.		
Funding of school uniform/ miscellaneous items to support vulnerable children and families.	Equal access to basic resources	At Bramley Sunnyside Junior School we encourage all children to wear school uniform. We have previously subsidised the cost of uniform for a small number of PP children	To encourage all children to adhere to the school uniform expectation and to subsidise PP families as and when required to develop a consistency and ensure that we are all setting the Bramley standard.	
To ensure that all children have equal access to the full range of curriculum enrichment activities, raising self-esteem, confidence and the development of social skills.	Subsidise residential, day visits and music lessons.	More children signed up to music lessons. Each year group had planned visits relating to their curriculum topics and providing children with first hand experiences. School also led a variety of after school sessions on a termly rotation to give a wide range of subject based sessions to engage and enthuse.	Visits were planned at the end of the academic year 2018/2019 for the autumn term 2019/2020. Music lessons will begin the week beginning 9/9/19.	
Magazine subscriptions/ specialised resources.	Misc expenses/ sundry items	Resources were purchased as and when required on an individual basis.	Resources will continue to be purchased as and when needed.	