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| Review of Expenditure 2019-20 |
| Strategy or Intervention | Level of Impact | Additional Notes |
| Lead to collate and analyse the PP progress sheet. This sheet will help highlight any areas of concern within year classes, year groups and whole school. |  | Lead did this work up until Lockdown n March 20. As there was no national data to scrutinise, this could not be completed for the whole academic year 19/20 |
| To continue to carry out progress Walks and Book Checks in follow up to Pupil Programme Meetings. |  | As above |
| Switch on Reading Recovery |  | Switch on reading sessions continued right up until lockdown and 32 children took part. The average reading gain over the sessions was 6.5 months in 12 weeks for the first group- group 2 didn’t manage to complete the course. |
| Phonics |  | Phonics lessons and interventions took place right up until lockdown but as there was not a phonics test at the end of the year, there is no data to analyse.  |
| Reading comprehension Strategies |  | As above but no EYFS, KS1 or KS2 data to analyse |
| Parental Engagement |  | The focus for parental engagement strategies had to change in March. Every teacher contacted every parent every week over lockdown. Food and home essential deliveries were arranged by staff throughout lockdown and have continued into the new academic year |
| PP Attendance recording and analysis. |  | Unable to analyse attendance for the whole year 19/20. Attendance up to February 20 for PP children was 93.5% which was 1.1% below the whole school average.  |
| Secondary school links and experiences for Higher Ability Pupils. |  | Year 6 attended sessions t DMU for Higher ability Maths- these were very successful up to lockdown |
| Achievement for All |  | EYFS teachers identified a number of families to work with. This continued until Lockdown |
| To ensure the health and well-being of families by providing the opportunity to receive timely support for social, emotional, medical and financial needs. |  | See Parental Engagement |
| To ensure pupils dietary needs are met daily and develop their understanding of healthy eating. |  | See Parental Engagement |
| To ensure all pupils are adequately clothed and have access to educational resources. |  | Uniform packs were distributed in September 19. Learning packs for all children were sent home in March. 3 families received a laptop from the Government scheme in June.  |