

Planned Expenditure 2020 - 2021

Quality First Teaching					
Desired Outcome	Chosen Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
To increase % of PP pupils achieving ARE and Greater Depth throughout school (Continued due to lack of validated data – Pandemic)	Ensure each class has an allocated Teaching Assistant in class for at least the whole morning	Disadvantaged pupils can access more adult feedback and 1:1 support if required.	Monitoring Schedule Pupil Progress meetings	HT, AHT, Inclusion Lead	Termly
	Increase support in Nursery	Increasing child:adult ratio so children get the best start – Speaking & Listening and making relationships and social behaviours targeted by the reduced ratio.	Monitoring Schedule Pupil Progress meetings	HT, AHT, Inclusion Lead	Termly
	Training & development of teaching & Learning across school – Kagan training for all staff.	Monitoring schedule has highlighted impact of Kagan structures on all learners.	Monitoring Schedule Pupil Progress meetings	HT, AHT, Inclusion Lead	Termly
	Purchase of home reading materials to further support reading at home.	Children having access to high quality texts suitable to their reading ability embeds and improved reading fluency and	Monitoring of home reading records by teachers and TA's.	Class teachers Literacy lead.	Termly

		accuracy as well as the concept of reading for pleasure.			
	Purchase of Big Cat & Project X Books	Enabling children to access a wider variety of books to enable reading for pleasure and interest.	Pupil Survey / feedback	HT, AHT, Inclusion Lead	
	Purchase of online books during lockdown	Enabling all children access to quality texts	Live Lessons discussion & Feedback	HT, AHT, Inclusion Lead	
	Purchase of Collins Big Cat Online Assessment	Ensure all children receive books at the exact level of reading they require – therefore will make greater progress.	Pupil Progress – insight and book band records.	Reading Lead.	

Targeted Support					
Desired Outcome	Chosen Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
For pupils to have basic needs met and are ready physically, mentally and emotionally to learn both online (lockdown & support when returning to school.)	FSW support & additional teacher to increase capacity on return from lockdown.	Beam impacts physical development Lego therapy 1:1 SEMH activity support	Monitored by SENDCO Reported back to SLT & Governors.	SENCO	Weekly

For PP attendance to be above national average	Attendance data scrutinised weekly Patterns & individuals to be identified	Attendance impacts on attainment.	EWO working in tandem with FSW Families supported by FSW Weekly attendance awards to boost culture of attendance.	FSW	Weekly
Mentoring/FSW support/SEMH	1:1 support sessions as required	Vulnerable children requiring nurture and support to reduce barriers to learning	Weekly Safeguarding/vulnerable child meeting	FSW, SENDCO, HT	Weekly
Speech & Language Therapy (SALT)	Assessments by qualified Therapist with specific interventions created and monitored. Undertake baseline language assessments of all disadvantaged children in Nursery. SALT to undertake environmental audit to ensure language needs are then planned to be met within every environment	Whole class strategies enhance access to learning for all children. Those with specific needs are supported to enable them to access learning more proficiently.	Monitored by SENDCO and Link Governor for SEND.	SENDCO	Half Termly
Provision Mapping Intervention whole	1:1 and small group intervention bespoke to needs of all	Specific GAPS in learning are identified and	Monitored by SENDCO Pupil Progress Meetings	Sendco	Half Termly

school – within Covid limitations	children not making sufficient progress. SEMH needs supported by a doubling of construction club running from Year 1 to Year.	addressed in 6 week blocks by TA – devised by class teacher monitored, assessed and evaluated by SENDCO	Insight school tracking system Birmingham Learning Continuums tracking documents		
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Enrichment and Experiences					
Desired Outcome	Chosen Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Disadvantaged pupils to access a variety of activities to increase their cultural capital.	Subsidise trips Visitors to school. Hired resources from museum etc... to the classroom.	Pupils benefit from real life wider experiences linked to their learning	Whole curriculum mapping – identifying opportunities for cultural capital gains.	Subject leads HT	Termly

Review of Expenditure 2019 – 2020 (TO DO)

Quality First Teaching					
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