

Bromley Heath Infant School - Review of expenditure 2018-19				
Previous Academic Year		2018-19		
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
PP children have high self esteem and demonstrate good attitudes towards their learning.	<ul style="list-style-type: none">- Use of growth-mindset strategies to support children's achievement.- Secrets to successful learning bear input- Link above to self-regulation/metacognition strategies- Outdoor learning/forest school sessions- Weekly check in sessions with pupil premium champion	<ul style="list-style-type: none">• 100% PP children in Y2 achieved the expected standard in R/W/M compared with R93%/W85%/M93% for Non PP children• 66% of Y2 PP children achieved GD in R/M compared with R 57% and M 45%• 100% Y1 PP children achieved phonic screening threshold compared with 87% non-pp children• 100% of EYFS children (2 ch) made expected progress in R/M and 50% of children made expected progress in W. 50% of children achieved a GLD• Case study show that Y2 children who moved to the Junior School had a better attitudes towards their learning and strategies to support them with self - regulation.	<ul style="list-style-type: none">-The use of Forest skills enabled the Y2 develop leadership skills alongside resilience and self-regulation skills.-The children in other year groups confidence grew after their attendance at forest school.-Growth mind-set language/strategies supported the children with their learning enabling them to understand that they may not be able to do things yet.-Growth mind-set and successful learning bears will be continued and revitalised each year with the children.- Building resilience and self-regulation strategies remain priorities for our PP children and forest school will be continued to be provided as part of that aim.	Forest school sessions in all YGs £4,084
The progress of PP children with SEN will improve and be closer to the progress made by their non PP peers.	<ul style="list-style-type: none">- Additional adult support in class to release teacher to support pupils through Quality First Teaching- Additional release time for class teachers to provide 1:1 feedback- Carefully structured small steps to support successful learning	<ul style="list-style-type: none">• The impact of this support was mixed.• Release time was varied and needs to be further established• In Y2 it was successful with the PP child with SEN making expected progress in R/W/M• Quality First Teaching and targeted support during whole class sessions• In FS 1 child did not make expected progress in writing and did not achieve a GLD.•	<ul style="list-style-type: none">-This strategy may have been more successful if we had been able to provide more time for individual 1:1 feedback.- We will only have 1 child with pp who also has SEN for the next year we will continue to provide 1:1 feedback using PP funding for 19/20.	TA support to enable 1:1 feedback £1,000

<p>PP children are supported on an individualised basis. PP children will receive 1:1 support from the class teacher throughout the week supporting learning feedback and emotional wellbeing supported on an individualised basis.</p>	<ul style="list-style-type: none"> - Additional release time for class teachers to provide 1:1 feedback - Carefully structured small steps to support successful learning - Small group and 1:1 – phonics interventions /reading comprehension skills teaching 	<ul style="list-style-type: none"> • Small group intensive phonic support enabled phonic teaching to be focussed on individual need • All Y1 pp children achieved the phonic screening threshold • Reading ranger provided opportunities for children to practice their reading skills • PP children's progress was kept as a high profile across the school year via staff meetings and pupil progress meetings. The children's well-being was supported by class teachers. • 	<p>Reading ranger and Nessy will continue for 19/20 1 PP children did receive 1:1 feedback but this was not consistent across the school. Where it was able to facilitate 1:1 feedback, it worked well but needs to be further developed during 19/20.</p>	<p>TA support to enable 1:1 feedback £1,000 Reading Ranger 6hrs per week £1727 Nessy ICT subscription £315</p>
<p>PP children who are presenting with social and emotional difficulties will be supported through the whole school ethos of inclusivity.</p>	<ul style="list-style-type: none"> - Whole class assessment of needs using Thrive assessment tools - PP children selected for ELSA support - Thrive room created to support learners 	<ul style="list-style-type: none"> • Thrive room was set up but was used exclusively for one particular with SEN who did not have pp. It was necessary to do this to keep the child in school. • Thrive areas were used around school to support pp children. • Elsa practitioner worked with all pp children and gave further support to children who needed intensive support throughout the year. This enabled the children to learn to regulate their feelings and built their confidence. • PP children achieved well in their end of year assessments indicating that their emotional needs had been met • Whole class Thrive assessments and targets supported the well being of all children. The thrive assessments identified individual targets for pp. children and all pp children made progress in the Thrive strands. 	<ul style="list-style-type: none"> • To establish the use of the Thrive room for pp children • To continue to use the Elsa practitioner to meet the social and emotional needs of the pp children • To continue to use the Thrive assessment findings to create a personal plan for the pp children 	<p>Elsa Practitioner 5hrs per week £2,100 Thrive Practitioner 2hrs per week £3,120</p>