

Bromley Heath Infant School - Review of expenditure 2019-20				
Previous Academic Year		2019-20		
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">• Due to the closure of schools during the academic year 2019/20 there was no recorded attainment for pupils from July 2020 so it is difficult to measure the impact of the varied approaches.• It was clear from their attitudes to learning within the classroom that all the PP children showed a marked improvement in their attitude to learning and growing self confidence in their abilities.	<ul style="list-style-type: none">-The use of Forest skills enabled the Y1 develop leadership skills alongside resilience and self-regulation skills.-The children in other year group's 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• There was 1 child that although making progress in all areas they were not on track to make expected standards and consequently an EHC Plan has been applied for and granted by the LA•	<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.-	TA support to enable 1:1 feedback £1,000

ii. Targeted Support				
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.	<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"> • Reading ranger provided opportunities for children to practice and develop 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. • Children engaged well with Nessy programme , some progress evident in reading and writing evident 	Reading ranger and Nessy will continue for 20/21	TA support to enable 1:1 feedback £1,000 Reading Ranger 6hrs per week £1727 Nessy ICT subscription £315
PP children who are presenting with social and emotional difficulties will be supported through the whole school ethos of inclusivity.	<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 and was used 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. • All Year 2 PP children achieved well in their teacher predictions of end of year levels of attainment and Year 1 child made progress 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 continue 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 use assessments at three points throughout the year to identify PP children's social and emotional needs and identify targets for them. 	Elsa Practitioner 5hrs per week £2,100 Thrive Practitioner 2hrs per week £3,120