

3 Review of Previous Year's PPG Expenditure 2018-19

Overall impact of PPG provision and spend can be seen in statutory and non-statutory outcomes.

Our internal tracking (REAL curriculum) shows average rates of progress and accelerated progress for disadvantaged pupils were very good. Over the year, the number of PP children achieving age expected in at least two subjects or making accelerated progress rose from 70% to 80%.

Review of the impact of PPG spend is essentially summarised by this data but below we have detailed breakdowns of the estimated impact and contribution of individual strategies with reflections.

Aim	Strategy	Review of Impact	Reflections	Cost
A	enhance feedback -model, praise and reward useful thought types based on bloom's taxonomy -reward with new stickers and metal badges	Education Endowment Foundation "Feedback" research summary 2016 "What Makes Great Teaching?" Sutton Trust Oct 2014 EEF cites this as the single most effective intervention with a +8 months average impact for narrowing the gap and meta-cognition with an impact size of +7. 80% of children have achieved age expected in at least two subjects or making accelerated progress.	These strategies should continue. Many of the children who are in the 20% of children who did not make expected or accelerated progress there is anecdotal evidence that their learning behaviours improved or that their self-esteem was positively impacted. For other children, there is clear health, welfare or safeguarding barriers to learning.	£3663.60

A, B, C, D	<p>Pastoral learning intervention</p> <p>Wave 3 Maths intervention</p> <p>Employ “Children’s Champions” coaching learners with self-regulation strategies.</p>	<p>EEF cites behaviour interventions and engagement programmes as having positive effects. We are seeking to engage vulnerable learners. Children in routines and reflective behaviour through building trusting relationships with adults who can then be translated into improved progress.</p> <p>Through direct provision of nurture-based learning support, children were better able to access the curriculum. Individuals who did not make sufficient acceleration will be targeted further for acceleration by pastoral team, THRIVE and AFA style discussions.</p> <p>EEF lists as a “promising project” – 3+ month’s progress on average. 86% of children who received intervention achieved age expected in statutory tests.</p> <p>These specialised individuals will be targeting the most vulnerable and disaffected learners using self-regulation and metacognition through Thrive and Solihull Approach. EEF cites +7 and +8 months respectively as average impact.</p>	<p>The strategies is very effective and is having a good impact on learners. Relationships between children, parents and pastoral staff are very positive. As this strategy continues the roles and responsibilities of the pastoral team has evolved; such as SATs support intervention in Year 6.</p> <p>Although this strategy has been effective, a restructuring of staff means that this intervention will not continue next year.</p> <p>75% of children who worked with the “children’s champions” achieved age expected or accelerated progress. Those who did not achieve attended school regularly and were better able to self-regulate.</p>	£62,218 for pastoral, wave 3 and children’s champions
A, B, C, D	<p>Using teaching assistants for interventions (10% of salaries funded from PPG)</p> <p>Parental engagement, including breakfast club and homework club.</p>	<p>EEF outlines the best use of TA’s as in targeted intervention support and provides a toolkit which we make use of: “Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between 3 and 5 additional months on average. Interventions had a good success rate and where targets were not achieved, further interventions were developed to meet needs.</p> <p>Reluctant or disaffected learners targeted through families. EEF reports moderate cost for moderate impact, average 3 months acceleration. There is evidence that disadvantaged pupils benefit disproportionately,</p>	<p>TAs run many interventions and attend regular training on specific interventions. The EEF is clear that TAs have a greater input when well trained and we put on TA training each week. Interventions are closely monitored by the SENDCo.</p> <p>The impact of this positive and has allowed for us to support school refusers and children who do not have adults who can support with homework at</p>	£34,618 for TAs, family engagement, homework and other strategies

[from targeted extended days] making approximately 2.5 months' additional progress. EEF support effect of breakfast clubs on progress of disadvantaged pupils.

Relationships with the community support liaison officer and the availability of breakfast and homework club builds stronger support networks between home and school, and has a positive impact on attendance and parent's work opportunities.

home. As discussed in pastoral support, our community support liaison officer has very positive relationships within the community and is a link to outside agencies such as the school nurse, family support and the food bank.