

Review of PPG Expenditure 2017/18

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Strategy/Intervention	Cost	Impact
CPD Release time for Pre-teaching Research Project	£250	Quality wave provision observed in Teaching and Learning Reviews and other monitoring consistently. PPG Case study children made good or better progress.
CPD: Additional staff training for TAs, e.g. whole-staff attachment and behaviour meeting, Thrive, Early Help for Mental Health,	£540	Behaviour incidents are dealt with swiftly and with understanding of the child's needs. Behaviour of the children is good or better. <i>Pupils' Attitudes to School and Self</i> (PASS) data indicates PPG cohort display similar positive attitudes than non-PPG.
Additional TA support for each age phase to deliver targeted support	£12,436	Interventions showed good impact overall as tracked on Support Plans (90% of targeted children made progress in Wave 2 interventions).
Forest School	£2500	Personalised programme for identified children, focusing on resilience and team-work skills had measurable impact. <i>Pupils' Attitudes to School and Self</i> (PASS) indicated measurably improved outcomes.
Access to residential/non-educational visits	£750	Heatree residential programme fostered positive outcomes at start of the academic year. PASS outcomes indicated high quality relationships and feelings to adults.
Extracurricular activities/clubs	£571	Clubs provision has expanded and a wider range of clubs is now available; take-up of these has increased for PP children. (See Appendix 1: Clubs Provision Overview.)
Pastoral Review Meetings	£931	Vulnerable children's provision map is good and this has enabled all staff to be aware of needs and put support in place for this. (See Appendix 2: Provision Map.)
Pupil progress meeting release time to identify needs and target interventions.	£650	Focused pupil progress meetings and data tracking have supported staff to know where their pupils need targeted support. (See Data Report available on school website.)
ICT subscriptions: use of VLE, Reading programme, Bug Club and Accelerated Reader	£1560	Children are accessing these resources at home and school, especially in KS1 and KS2 and showing enthusiasm about their learning.
Total Expenditure	£20,188	
Budget	£21,120	
Surplus	£932	

Appendix 1: Woodbury Salterton CE Primary School Clubs Provision Overview

Extra-curricular clubs available during the academic year

- * **Beading Club**
- * **Choir Club**
- * **Cricket and Rounders Club**
- * **Film Club**
- * **Football Club**
- * **Gymnastics Club**
- * **Lego Club**
- * **Multi-Skills Club**
- * **Outdoor Activities (Forest School) Club**
- * **Rugby Club**
- * **Street Surfing**

Appendix 2: Woodbury Salterton CE Primary School Provision Map

	All pupils, Quality First Teaching (Wave 1) Checklist: evidenced in planning and lesson obs/learning walks etc	Who?	Quality First Teaching (Wave 2) Catch up or booster groups for pupils underachieving/underperforming.	Who?	(Wave 3) High needs SEN Support SENCo involved Must have SEN support plan	Who?
Cognition and Learning	<p>Age appropriate differentiated planning and teaching</p> <p>Clear objectives and success criteria</p> <p>Variety of teaching styles VKA</p> <p>Collaborative learning</p> <p>Play based curriculum</p> <p>Modified teacher language</p> <p>Visual Timetable</p> <p>Indoor/outdoor learning environment</p> <p>Range of computing tasks used daily</p> <p>Topic words clearly taught</p> <p>Effective feedback</p> <p>Focused group work with teacher/ TA eg guided reading/writing/phonics/maths</p> <p>Daily Reading</p> <p>1:1 reading to an adult weekly</p> <p>Guided reading daily</p> <p>Small group structured phonics/spelling daily</p> <p>Talk for Writing</p> <p>English support materials- phonics code, word banks, working walls, HF words, writing frames</p> <p>Maths support materials – Numicon, number squares, lines, multiplication squares etc</p> <p>Daily Mastery Maths lesson</p>	<p>Managed by class teacher</p> <p>Monitored by leadership team</p>	<p>Booster Groups</p> <p>Personalised, differentiated learning</p> <p>Additional support access (e.g. coloured overlays, voice recorders)</p> <p>Talkboost</p> <p>Additional Group Phonics</p> <p>Additional individual reading (daily)</p> <p>Writing Focus Group</p> <p>Focused Handwriting group</p> <p>Additional guided reading group intervention (in comprehension or fluency)</p> <p>Numicon group</p> <p>Pre-teach maths groups</p>	<p>Managed by class teacher</p> <p>Monitored by leadership team</p>	<p>Highly differentiated social and academic curriculum</p> <p>Use of P Scales for planning + tracking progress</p> <p>Outside agency support e.g. EPS LSS</p> <p>Annual Review</p> <p>English/reading/writing/maths programme</p> <p>Talking Partners</p> <p>Transition plan</p> <p>1:1 Personalised Letters and Sounds programme</p> <p>1:1 Numicon programme</p>	<p>Advice from SENCo</p> <p>Managed by class teacher</p> <p>Monitored by leadership team inc SENCo</p>
Language, Communication and Interaction	<p>Talk for writing</p> <p>Role Play areas</p> <p>Talk Partners</p> <p>Visual Timetable</p> <p>Structured class routines</p> <p>Visually supported classroom (STC)</p> <p>Chunked instructions</p> <p>Adult modelling</p> <p>Writing / recording frames</p> <p>Stories and rhymes</p> <p>Letters and Sounds phonics programme</p> <p>Differentiated questioning</p> <p>Modified teacher language</p> <p>Learning presented through visual, auditory and kinaesthetic styles</p> <p>Extra time for processing</p> <p>Whole School use of SEAL</p>	<p>Managed by class teacher</p> <p>Monitored by leadership team</p>	<p>Learn to Listen focus group</p> <p>Silver SEAL</p> <p>Listening and Attention Programme</p> <p>Speech Sounds - group</p> <p>Language Steps - group</p> <p>Pre-teaching of vocabulary</p> <p>Targeted small group S&L support</p> <p>Early Years IDP SLCN programme</p>	<p>Managed by class teacher</p> <p>Monitored by leadership team</p>	<p>Specific plan for use of ICT as advised by SENITAS</p> <p>Additional support for most of school day to mediate +facilitate social communication</p> <p>Outside agency support</p> <p>Speech and Language Programme</p> <p>Clicker or symbolized individual resources</p> <p>Social Stories</p> <p>Word learning programme</p> <p>School/Pre-school transition plan</p> <p>Talking Partners</p> <p>Individual Communication Profile (EYS)</p> <p>STC (signing/symbol support)</p> <p>Communication book</p> <p>Communication aid</p> <p>Adapted hardware and specialised software (Clicker 5, Communicate in Print, Choose it Maker)</p> <p>Provision plan (EYS)</p>	<p>Advice from SENCo</p> <p>Managed by class teacher</p> <p>Monitored by leadership team inc SENCo</p>

Social, Emotional, Mental Health and Wellbeing	<p>Thrive sessions Circle Time SEAL/Values Yoga Visual Timetable RE and Collective Worship Lunchtime Prayer Forest School Golden Rules Snack Time Whole school sanctions and rewards systems (Golden Time) Positive whole school ethos Adult modelling of good relationships and behaviour with child and family Consistent expectations and routines Celebration Assembly Non-judgemental restorative approach Empathy Plentiful praise and recognition Positive individual attention Play leaders/monitors Effective use of outside play space Whole school strategies for beginning/end of day Beginning of day 'check in' time Quiet/calm area in classroom</p>	<p>Managed by class teacher Monitored by leadership team</p>	<p>Social Stories Team Teach approach Social/Emotional Skills Groups in class Home/School Links Support with listening/attention/focus/self-organisation Small group Silver SEAL Support in unstructured times Group reward system Small group Circle Time Fiddle toy/item Access to school mentor Individual programme of rewards and sanctions</p>	<p>Managed by class teacher Monitored by leadership team</p>	<p>Teaching of Self Awareness/Regulation Calm Box/Safe Place Pastoral support plan (PSP) Facilitated play during breaks and lunchtimes Support and Advice from EP Intervention programme overseen by SLT Nurture ELSA Home/School Book School/Pre-school transition plan 1:1 significant adult/keyworker Forest School Counselling/EHFMH Individual Behaviour Plan CAMHS support Alternative timetable PASS/SDQ to inform individual development areas</p>	<p>Advice from SENCo Managed by class teacher Monitored by leadership team inc SENCo</p>
Physical & Sensory	<p>PE Handwriting/pencil grips Dough Gym Yoga Outside Play areas After school clubs Modified worksheets Differentiation for P.E. Flexible teaching arrangements Whole school accessibility - flat site etc Writing slope Daily movement breaks Action songs Talk for Writing Learning presented through visual, auditory and kinaesthetic styles Threading/beads/tracing activities Seating position Repeating what speaker has said Listening/Visually friendly environment Large font/coloured overlays Dough Gym Squiggle FUNFIT</p>	<p>Managed by class teacher Monitored by leadership team</p>	<p>Dough Gym (Targeted Group) Social/Physical Play Teaching touch-typing e.g. BBC Dance mat or ipad app 'Tap typing' Fine Motor skills group Gross Motor skills group General class/environment adaptations e.g. writing slope, high visibility lines, carpet positioning</p>	<p>Managed by class teacher Monitored by leadership team</p>	<p>Visual Aids (visualiser) Hearing Aids (System/soundfield system) Specialist equipment/chairs/walkers Support and advice from PIMSS/VST/HST/OT/Physio/SENITAS Additional access e.g. wheelchair, transport Sensory integration programme as advised by OT Learn To Move focus group Individual toileting/self-care plan Co-ordination programme as advised by OT or Physio Motor skills programme Seating wedge School/Pre-school transition plan Additional playground/PE support Additional swimming sessions Specialist ICT e.g. switches, aid Alternative recording using ICT 1:1 keyboard training Individual adapted resources to accommodate VI/HI needs Individual signing support</p>	<p>Advice from SENCo Managed by class teacher Monitored by leadership team inc SENCo</p>