



OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning



End of Year review of expenditure from academic year 2019/20 (impacted by COVID-19)

ACADEMIC YEAR 2019-20

Total amount: £68,595 Sept 2019-Aug 2020

Quality of teaching for all:

Action	Intended Outcome	Impact	Lesson Learned	Cost
Quality First Teaching – APAT Focus on “Teaching & Learning – Good to Outstanding”. (Ongoing due to changing staff)	% of teachers consistently delivering “Good & Outstanding” lessons continue to increase supported by effective CPD and monitoring from Amadeus Leaders. Members of staff who are not delivering “Good & Outstanding” identified, meetings held to discuss targets and expectations. Supported by HOYs, Curriculum Leads and SLT	Pupils across the school make at least good and outstanding progress / attainment. Pupils who are falling behind and supported and GAPs plugged by Class Teacher’s QFT. (See data summary and separate Strategy Data sheets on website.) Identified members of staff were supported to improve teaching through targeted CPD, support in planning & delivering lesson from HOYs and Curriculum Leads, and meetings with SLT to discuss targets. (Interrupted by COVID-19)	Good CPD has a direct impact on class teaching. Continue to look at areas for development across the school and support Class teachers and Teaching Assistants with effective CPD that addresses the issues raised. In quickly identifying staff in need of more support, holding meetings with SLT to set targets, expectations and address issues, providing the right support (planning, teaching, assessment) and matching experienced staff to help (SLT, HOY, Curriculum Leads) has led to an effective support programme put in place.	See Expenditure sheets for 2019 – 20. HOY release time

<p>Rigorous tracking and assessment of pupils.</p>	<p>PIXL assessment and tracking systems and Early Years Target Tracker ensure individuals and groups of children make at least good progress and reach expected levels in attainment.</p>	<p>Pupils dropping back or falling behind are targeted based on assessment and tracking data. Interventions and QFT are then used to plug GAPS.</p>	<p>Next academic year, English & Maths Curriculum Leads to be given some release time to support individual members of staff.</p> <p>Having used PIXL for a year now, effective systems for assessment and tracking are now in place. Targeted support is becoming more effective due to termly PPR meetings with Head Teacher and Assessment Lead. Targeted support is reviewed and its effectiveness discussed and impact assessed during PPRs.</p>	<p>Assessment budget</p>
<p>High Quality Training for teachers</p> <ul style="list-style-type: none"> - Maths Mastery (ongoing training – termly updates) 	<p>Teachers have increased knowledge in new Maths Mastery.</p>	<p>Increase in progress / attainment across the school in Maths. (Impacted by COVID-19)</p>	<p>Continue Effective CPD next academic year based on priorities from SDP and areas not completed from previous year due to COVID-19</p>	<p>See Expenditure sheet 2019-20</p>
<ul style="list-style-type: none"> - Curriculum Meetings 	<p>Curriculum Teams to ensure their subject offers a “broad and balanced” curriculum across the school and the NC coverage of knowledge and skills are present in subject areas.</p>	<p>A broad and balance curriculum is taught across the school. The NC skills and knowledge are covered in all subjects in all year group.</p>	<p>Curriculum Teams have been working on this during COVID-19 Lockdown but Teams will now have to look at what CPD is needed for staff for their subject area.</p>	<p>Staff meetings allocated to give teachers time to work together in their curriculum teams (impacted by COVID-19)</p>
<ul style="list-style-type: none"> - Power of Reading 	<p>Teachers are immersed in high quality texts and planning to promote better</p>	<p>Improvement in Reading and Writing across school and pupils report greater</p>	<p>Great texts get great responses from pupils. Ensure breadth of books across the school, including</p>	<p>Power of Reading Books Staff Training Staff meetings</p>

Learning Together Partnership	<p>outcomes in reading and writing.</p> <p>Targeted intervention for individuals provided by the class teacher, with support from parent/s and child.</p>	<p>enjoyment of books studied. (Impacted by COVID-19)</p> <p>Targets set with parent and child to match GAPS in PiXL assessments.</p>	<p>social, cultural and religious differences, particularly in response to “Black Lives Matter”</p> <p>Learning Together Partnership was set up for a trial run this academic year (Oct 19). The first term went well but unfortunately the second part of the year impacted by COVID-19. JN to discuss with TLT issues and successes learned and how to improve for next academic year.</p>	See Expenditure sheet 2019-20. Release time for class teachers to meet with parents.
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Targeted Support:

Action	Intended Outcome	Impact	Lessons Learned	Cost
<p>Pupil Conferencing from CT and HOY, One to One Tutoring and Targeted group support</p> <p>Head of Year mentoring meetings with DHTs and Learning Together Partnership.</p>	<p>PP pupils to make at least the same or better progress and a greater number of PP pupils to be working at “Greater Depth” or achieve “Exceeding” in Year R.</p>	<p>See Data Strategy sheets for 2019-20.</p> <p>Head of Years to have a greater knowledge of the PP pupils in their year group and the targeted support they are receiving.</p>	<p>A more consistent approach to targeted support was partly trialled through The Learning Together Partnership – COVID-19 interrupted and impacted.</p>	See Expenditure sheet 2019-20
<p>Intervention Programmes, including TTRS and Specific Resources for individuals</p>	<p>Pupils are supported with an intervention programme that meets their individual needs.</p>	<p>See SENCO for evaluation of intervention programme.</p>	<p>Successful intervention programmes will continue next academic year, depending on the needs of the pupils. There will be a focus on Reading / vocabulary / phonics. (Impacted by COVID-19)</p>	See Expenditure sheet.
<p>Early Years Interventions implemented in and out of</p>	<p>Early intervention and targeted support is put into</p>	<p>See Data Strategy sheets 2018-19.</p>	<p>Interventions work well as CTs and HOY work well to identify early needs based on</p>	See Expenditure sheet.

<p>the class room using CTs and TAs</p>	<p>place for pupils as they enter the EYFS.</p>		<p>On Entry data and on-going observations of pupils in teacher directed and child initiated activities.</p>	
<p>External CPD from Early Years Consultant.</p>	<p>Greater knowledge of Phonics and Guided Reading teaching in EYFS.</p>	<p>EYFS teachers have improved knowledge of the teaching of Phonics and Guided Reading.</p>	<p>Positive feedback from EYFS teachers. Unfortunately, the school went into lockdown due to COVID-19 before training could have an impact on teaching but used in planning and delivery of Goggle Classroom lessons.</p>	<p>See Expenditure sheet.</p>
<p>Quality First Teaching, Teaching and Learning Team, Senior Leadership Team meetings, Fortnightly HOY meetings and Half Termly Progress Meetings.</p>	<p>Children move from “emerging” to “expected” or “expected / working at” to “Greater Depth”</p>	<p>No data due to COVID-19</p>	<p>Continue mentoring HOY meetings – 2 new HOYs will need support next academic year. TLT meetings discuss effective teaching and learning and targeted supported – constant way to evaluate effective practice as middle and senior leaders.</p>	<p>See Expenditure sheet.</p>
<p>Parent workshops on phonics, maths, SATs and SEND. Targeted pupils - parent consolation meetings.</p>	<p>Empowering parents to support their children at home.</p>	<p>Feedback during Parent Forum Meetings is always positive.</p>	<p>Continue to support parents in key areas. Reading & Phonic focus next academic year. Possibility of filming / recording workshops or putting Powerpoints onto Google classroom during COVID-19 Lockdown.</p>	<p>See Expenditure sheet.</p>
<p>Increase hours of the Therapeutic Team, to include another member of staff and support them with training and “supervision”.</p>	<p>PP who have PSE needs to receive specific support for their needs – currently at 68% a rise of 20% in recent years.</p>	<p>Pupils across the school have access to trained staff who can support their emotional well-being.</p>	<p>Wizards of Well-being, increased staff knowledge and better communication with parents have ensured pupils who need it, have the right well-being support.</p>	<p>See Expenditure sheet.</p>

<p>Training for DSL and other members of the SLT.</p> <p>Training and Support for Designated Teachers for LAC and Post LAC and all members of staff.</p> <p>Lunchtime Listening Ear on playground 4 days a week</p> <p>Parents meetings to support parents with HT and EWO. School Policy followed. Promoting positive attendance with pupils across school.</p>	<p>Whole SLT have DSL training.</p> <p>Attendance improved for individual pupils.</p>	<p>Greatly increased knowledge and skills of key members of staff to support pupils but also class teachers and teaching assistants have an increased awareness.</p> <p>Pupils are supported over the lunch period.</p> <p>See Attendance Data – up to March as school in lockdown from 23rd March 2020 due to COVID-19</p>	<p>Continue to invest time and training to maintain awareness and skill set of key members of staff.</p> <p>Feedback from pupils who have used the “Listening Ear” have reported that they liked having someone to talk to COVID-19</p> <p>Continue strategies used this year.</p>	<p>See Expenditure sheet.</p> <p>N/A</p>
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Other Approaches:

Action	Intended Outcomes	Impact	Lessons Learned	Cost
<p>Offer a range of activities that pupils may not otherwise have access to. These include: Bowles Outdoor Pursuit Centre, African Drumming, Swimming Lessons, Access to Sports Coaches during lunch time and some specific learning time.</p>	<p>Maximise engagement of pupils through enrichment of the curriculum in school.</p>	<p>Social interaction with other pupils, building confidence with pupils and adults, learning new skill sets.</p>	<p>Continue to build upon the work carried out by our Sports coaches both at lunchtime and during specific learning time.</p> <p>Continue to offer access to a variety of clubs outside of school hours.</p>	<p>See Expenditure sheet.</p>