

Pupil premium strategy statement: Maltby Lilly Hall Academy

| 1. Summary information | | | | | |
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| School | Maltby Lilly Hall Academy | | | | |
| Academic Year | 2018-19 | Total PP budget | £63,360 | Date of most recent PP Review | Nov 2017 |
| Total number of pupils | 443 | Number of pupils eligible for PP | 38 | Date for next internal review of this strategy | July 2019 |

| 2. Current attainment | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving Expected std (GDS) in reading, writing and maths | 83% | 70% |
| % achieving expected std (GDS) in reading | 100% (17%) | 80% (32%) |
| % achieving expected std (GDS) in writing | 83% (8%) | 83% (24%) |
| % achieving expected std (GDS) in maths | 92% (33%) | 81% (28%) |
| % achieving expected std (GDS) in grammar, punctuation and spelling | 92% (42%) | 82% (39%) |
| Average Progress Reading | -2.49 | -5.05 |
| Average Progress Writing | -5.77 | -4.92 |
| Average Progress Maths | -3.43 | -4.16 |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability) | |
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| In-school barriers (issues to be addressed in school, such as poor oral language skills) | |
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| A. | Poor oracy/language skills continue to prove a barrier – Groups of less able PPG boys performed particularly badly at KS1. This translates into limited vocabulary in key stage 2 writing, where the attitude of PPG children to writing is often poor in addition, they commonly have a language deficit compared to other children. |
| B. | Poor attitudes to reading/a lack of reading outside school mean that PPG children do not develop the reading habit/preferences seen in non-PPG children. |
| C. | A significant number of disadvantaged children have multiple significant barriers which hamper progress and impact on learning behaviours. Some PPG children in school have been hampered in their progress through historic poor-quality teaching. |

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| D. | Pupils in the PPG group tend to have a deficit in mental maths skills – such as in the use of times tables – this impacts on KS2 attainment in maths. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| E. | The persistent absence rates of PPG children are proportionately higher than non-ppg children – this means that a significant number of PPG children attain at low rates. |

| 4. Outcomes | | |
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| | Desired outcomes and how they will be measured | Success criteria |
| A. | Children within the PPG cohort are supported in the development of a richer and more varied vocabulary. They develop improved confidence in speaking in public and are more able to share their thoughts and ideas. | <ul style="list-style-type: none"> Ensure children with language deficits are picked up early in foundation stage and needs are addressed through targeted support Oracy project embedded and following patterns and threads to improve vocabulary – evidence of discussion stems and vocabulary support consistently in place is seen. Vocabulary through school is improved and this is reflected in both writing and reading assessments – the standardised score gap between ppg and non ppg groups at NFER assessment closes. Bedrock is implemented in KS2 and is used regularly to indicate vocabulary improvements – Bedrock assessments show improved vocab |
| B. | Strategies to promote a reading culture are in place and an embedded part of practice – '20 Books to read this year' and attached reward strategies are in place. | <ul style="list-style-type: none"> '20 books' is in place in all classes (KS1 and KS2) – reward systems show uptake of PPG children is improving. Attainment in reading is increased (gap in assessment result closes) as a more varied range of writing is read for pleasure. Learning environment audits show strategies to promote a love of reading across school is more high profile through engaging reading areas and interactive displays. |
| C. | The attainment gap between PPG and non-PPG children continues to close and PPG children make accelerated progress. Behaviour records etc show the engagement of PPG pupils is improving through re-establishing the learning league behaviour code. | <ul style="list-style-type: none"> Interventions are organised well, monitored rigorously and are flexible to accommodate PPG need. The attainment of targeted individuals and groups improves at an accelerated rate. Use of tracking is tailored for PPG monitoring and regular, more specific monitoring (P levels, Boxall profiling, Benchmarking, Sandwell testing) is utilised to accurately assess progress. Attainment gap between PPG pupils and non-PPG pupils is significantly reduced across core subjects – NFER assessment data. Resilience and readiness to learn in less engaged pupils by continuing range of pastoral supports and explicitly rewarding strong behaviours (new beads system). Boxall profiles show improvements in learning behaviours for targeted individuals. Pastoral assessments show improvements through regular attendance and monitoring. |

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| D. | Explicit focus on the development of strong mental maths skills is continued with the speed and accuracy of times tables developing. Basic skills and recollection of key facts in KS1 and lower KS2 is a key area of improvement. | <ul style="list-style-type: none"> Approaches developed for KS1 and lower ks2 are consistently implemented in the daily maths gym PPG non-PPG gap at KS1 SATs and Y4 times tables test is low Speed and accuracy of mental maths is high during observed sessions. |
| E. | The gap between PPG and non-PPG persistent absence continues to fall. PPG children are increasingly represented on attendance reward events etc. | <ul style="list-style-type: none"> Rigorous monitoring of attendance, a consistent approach to holidays in term-time, dedicated attendance time for attendance officer and closer links with families result in PA falling, closing the gap to non-PPG pupils. Percentage persistent absence gap between PPG and non-PPG children continues to close by targeting support at those families who are persistent poor attenders. |

5. Planned expenditure

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| Academic year | 2018/19 |
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation ? |
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| A) Children within the PPG cohort are supported in the development of a richer and more varied vocabulary. They develop improved confidence in speaking in public and are more able to share their thoughts and ideas. | <ul style="list-style-type: none"> Continue to implement the oracy framework document both within and beyond the SSIF project. Ensure implemented teaching and learning approaches become embedded Implement the use of discussion stems and vocabulary support consistently in all year groups and develop core expectations for the use of developed approaches. | <p>This is a continuation of work begun in 2017-18 and focuses on building the skills children will need to compete in the modern world as well as developing literacy skills in the short term.</p> <p>Research by the EEF suggests that developing oracy skills can be a useful driver in helping to build confidence and security in language.</p> | <p>Training will be integrated into a revisit of existing approaches to ensure this is seen as an integral part of the teaching process, not a 'bolt on' extra.</p> <p>Monitoring will take place regularly on a formal and informal basis.</p> <p>A designated Oracy Leader will continue to be the key advocate for oracy in the school and ensure the project is implemented effectively.</p> | SSe | <p>March 2019</p> <p>Sharing of good practice – proportion of cover costs - £1000</p> |
| | <ul style="list-style-type: none"> Vocabulary development approaches, such as Bedrock Learning are implemented in Lower KS2 and are used | Strategies to develop vocabulary were implemented during 2017/18 but require further development and consistency. These will be revisited alongside oracy developments | Existing Bedrock leader will be leading the implementation in other year groups to ensure smooth introduction. | KDo / SSe | <p>March 2018</p> <p>Proportion of Bedrock costs (£100 of £768)</p> |

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| | <ul style="list-style-type: none"> regularly to indicate vocabulary improvements Specifically target the Y3/4 cohorts for additional support | <p>to reinforce their integration into core approaches.</p> <p>Bedrock learning is a vocabulary development tool which has been implemented in upper KS2 as part of a wider SSIF project. It has proven effective in developing the vocabulary of children in the targeted year groups.</p> <p>There is a wealth of well researched evidence about the impact of improving pupil vocabulary – we have targeted this work at the most vulnerable cohorts in school to address deficits in their language development.</p> | <p>On entry assessments will be used to give a baseline and regular assessments within the programme will enable impact to be measured.</p> <p>Monitoring of impact and implementation will be considered through progress through the programme and additional testing (NFER).</p> | | |
| B) Ensure strategies to promote a reading culture are in place and an embedded part of practice | <ul style="list-style-type: none"> ‘20 books’ is in place in all classes (KS1 and KS2) – reward systems show uptake of PPG children is improving. Attainment in reading is increased (gap in assessment result closes) as a more varied range of writing is read for pleasure. | <p>Research (EEF) suggests that developing a reading habit is an integral part of the development of pupil literacy and engagement. PPG children have been shown to have a deficit in this area.</p> <p>School will provide access to a range of texts including non-fiction and picture books texts for pupils to read and enjoy. Magazines will also be included in order to show a breath of texts.</p> <p>The school library will be redeveloped to provide a high quality, stimulating environment to promotion of reading. Themed authors will be highlighted and a range of high quality texts purchased.</p> | <p>Reward systems and engaging reading areas will be built around the ‘20 books’ project. This will help to engage children and hook them in.</p> <p>The English leader will be tasked with driving this initiative and ensuring it is successful.</p> <p>A book club will be trialled to encourage children, including PPG children, to read a range of books and express views and opinions about texts</p> | KDo / DHo | <p>July 2018</p> <p>Proportion of cost of books (10% of £10000 = £1000)</p> <p>Magazine Subs £700</p> |
| | <ul style="list-style-type: none"> Learning environment audits show strategies to promote a love of reading across school is more high profile through engaging reading areas and interactive displays. | <p>Every classroom in school is to develop a high quality reading area which is updated regularly to reflect the book/theme being covered in class. Texts which support this theme will be highlighted with key vocabulary given a high profile.</p> | <p>Plans will be introduced to teachers and TAs through the CPD regime alongside the introduction of the ‘20 books’ project.</p> <p>Regular learning environment audits will be used to monitor the implementation and effectiveness of the development.</p> <p>Impact will be measured through pupil survey.</p> | KDo / RPe / DHo | <p>July 2018</p> <p>Sharing of good practice – proportion of cover costs - £1000</p> |

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| C) | <p>The attainment gap between PPG and non-PPG children continues to close and PPG children make accelerated progress.</p> <p>Behaviour records etc show the engagement of PPG pupils is improving through re-establishing the learning league behaviour code.</p> | <ul style="list-style-type: none"> Learning League is re-established and high profile in all classes. Rewards for learning behaviours are regularly given and are high status in assemblies etc. Beads reward system will be re-established with a team ethos to enhance and support general behaviour Parental engagement and interest is fostered by good comms and regular contact | <p>Research (EEF) shows that metacognitive strategies are a powerful tool in improving pupil engagement. Through re-establishing the learning league and reemphasising the role of learning behaviours we will improve the engagement of pupils, including ppg pupils and help them to self-regulate their learning.</p> <p>High levels of parental engagement in pupil learning have been shown to impact on overall attainment.</p> | <p>Strategies to promote good learning behaviours will be revisited with staff, including TAs, to re-establish the importance of strong learning behaviours as a driver for progress.</p> <p>New systems to promote the learning league, such as table awards will be developed and implemented to renew the status of the system and emphasise this to children.</p> <p>Assemblies etc will be themed around learning behaviours and the importance of showing a breadth of skills.</p> <p>Use of MyEd monitored – parent surveys</p> | RPe / Mho / Cas | July 2019 Cost of My Ed (Proportional) £240 |
| D) | <p>Explicit focus on the development of strong mental maths skills is continued with the speed and accuracy of times tables developing. Basic skills and recollection of key facts in KS1 and lower KS2 is a key area of improvement.</p> | <ul style="list-style-type: none"> Continue to develop and build on the good practice in mental maths seen in KS2 in KS1, ensuing that rapid practice of mental skills is developed at an age/stage appropriate level to ensure that any deficit in PPG skills is addressed alongside the rest of the cohort Develop the range of mental approaches to times tables used in lower KS2 to ensure Y3/4 pupils, including PPG pupils, develop their speed and accuracy of recall. All pupils, including disadvantaged pupils, receive timely, insightful feedback which helps them to develop and refine their understanding of mathematical concepts (Work scrutiny) | <p>Building strong basic skills in maths is key to ensuring that later concepts can be mastered on firm foundations. Regular mental maths practice and strong tables knowledge is a key aspect of this.</p> <p>Children at MLHA have not always secured basic skills in the earlier school years, this hampers progress in the upper age range of the school. This is particularly the case for PPG pupils who may not have as much support in these areas.</p> <p>Well-structured and targeted feedback can have an extremely positive impact on the learning of all pupils. Children should know their next steps and understand what to do. All pupils, including disadvantaged pupils would benefit from more incisive feedback.</p> <p>Evidence is extensive, including from EEF Improving Mathematics KS1/2</p> | <p>Developments will be implemented through staff CPD and closely monitored both formally and informally.</p> <p>Maths Gym is already an established part of practice, this will enhance and refine the approaches taken.</p> <p>This will be monitored through classroom observation, work scrutiny and drop-in evidence.</p> <p>For all PPG children who have no specific barrier in maths to be at ARE on track/above expected progress by Sum 2018</p> | RPE / Mho | July 2019 Sharing of good practice – proportion of cover costs - £1000 |
| Total budgeted cost | | | | | | £5040 |

| ii. Targeted support | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Children within the PPG cohort are supported in the development of a richer and more varied vocabulary. They develop improved confidence in speaking in public and are more able to share their thoughts and ideas. | Specialist speech and language provision to be brought into school in order to identify children with poor key word understanding and devise programmes of work in order to address language deficit through early intervention. | In order to address the language deficit amongst the most vulnerable pupils, the EEF presents extensive evidence for the importance of structured programmes for the development of oral language skills in these children. | Implementation will be carefully monitored by SENDCo and impact measured through regular key word assessment. Children identified as having low baselines make accelerated progress – high proportions (80%+) shown to make up deficit by end of FS2. | JLa/SSe | Implementation reviewed Easter 2019 SALT Provision - £1700 |
| C) The attainment gap between PPG and non-PPG children continues to close and PPG children make accelerated progress. Behaviour records etc show the engagement of PPG pupils is improving through re-establishing the learning league behaviour code. | EYFS is highly effective and successful, following child led approaches and in the moment planning techniques with rigor and structure. This approach requires high staffing ratios to be effective. | High EYFS results and excellent evidence of EYFS progress and attainment – including external moderation in consecutive years – provides strong evidence for the continuation of this approach. The approach is centred on developing children's oracy and language skills. | Monitoring on half termly basis including external reviews by NLE. | SSe DHo | Sum 2019 Additional TA £17,000 |

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| | <p>Improved use of formative assessment and targeted small group intervention enables the attainment gap to close.</p> <p>The implementation of notebook planning will support the use of targeted intervention and triage.</p> | <p>Research (EEF) shows that gaps in understanding can be addressed through carefully targeted intervention. This support will be used with groups of children (including PPG children) to close gaps identified through teacher formative assessment.</p> <p>The use of more detailed (NFER) assessment and otrack to identify gaps in learning with greater accuracy. PPG children will be prioritised within groups for intervention and support where there is a good educational basis for doing this</p> | <p>The SEND team/SLT will monitor the implementation and impact of interventions through the pupil progress meeting system and formal/informal observations. Planning and work scrutinies will be used to assess the effectiveness of the approach.</p> | SLT | <p>July 2019</p> <p>Sharing of good practice – proportion of cover costs - £1000</p> |
| | <p>Provide individually tailored, short, high impact pre-teach and Triage sessions to address mathematical misconceptions and prepare targeted vulnerable pupils for learning. These to take place daily as required.</p> | <p>Intervention has greatest impact when it is carefully targeted and timely. Extensive evidence for the impact of this approach is presented in a review of research in EEF Improving Mathematics in KS1 and 2.</p> | <p>Through regular classroom obs and drop ins/work scrutiny.</p> <p>Further monitoring of impact to take place through Pupil Progress Meetings</p> <p>High proportions of disadvantaged pupils (90%) who have no additional barriers in maths, make accelerated progress and are on track to attain ARE+ by Sum 2019</p> | DHo / RPe / MHo | <p>Half-termly pupil progress meetings</p> <p>Intervention costs £5500 (Approx 3x10min sessions per child per week)</p> |
| C) The attainment gap between PPG and non-PPG children continues to close and PPG children make accelerated progress. Behaviour records etc show the engagement of PPG pupils is improving through re-establishing the learning league behaviour code. | <p>Individually tailored teacher or TA led interventions will be put in place to enable pupils who have not made sufficient progress to make accelerated progress and catch up with, or exceed expectations.</p> <p>These interventions will take place on a regular basis and will target those areas in which children have misconceptions in order to address gaps and enable children to progress.</p> <p>Eg. Greater Depth booster/ one to one triage.</p> | <p>High quality, structured interventions have been shown to have a significant impact on children's attainment. The EEF recognises the impact that carefully targeted interventions can have in both Improving Mathematics KS/2 and Improving Literacy KS1/2.</p> | <p>Focus and approach of interventions reviewed half termly at pupil progress meetings.</p> <p>Impact measured through work scrutiny and PIRA/PUMA/Deeper Learning assessments</p> <p>Identified pupils make accelerated progress and high proportions (90%) are on track for ARE+ by Sum 2018</p> | SLT Team | <p>Half termly Pupil Progress Meetings</p> <p>Intervention costs (teacher led) £10,000</p> |

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| | <p>Provision of SEMH support in a layered structure ensured that children with different types of SEMH needs receive targeted support.</p> <p>Pastoral support – short term intervention.</p> <p>Lego therapy – Theraplay</p> | <p>Improving pupil's ability to access learning has been proven to impact positively on pupil's attainment. Pupil well-being will be promoted through interventions – this is shown by the EEF to have impact on pupil attainment</p> | <p>Behavioural monitoring (red cards etc) show that frequency or red cards/report reduces significantly (50%+) for targeted children.</p> <p>Puma/Pira/Deeper learning assessments show accelerated progress for targeted children.</p> | JLa/LLa/ SMO | <p>Pupil Progress meetings half termly</p> <p>Pastoral costs (proportional) £6000</p> <p>MAST - £1200</p> |
| | <p>Pupil premium children are heard read in KS1 on a daily basis – either in small group or individually – in order to support reading development. Identified groups of KS2 children are also heard read daily – in addition to reciprocal reading. Highly engaging</p> | <p>Evidence for the impact of modelling and supported practice is very extensive – through EEF Improving Literacy at KS1/2.</p> <p>Targeted pupils will be exposed to highly engaging texts in individual or small groups contexts. This will address deficit in attainment in groups of low achieving pupils.</p> | <p>Regular observation of sessions. Impact of sessions in PIRA data and Deeper Learning assessments.</p> <p>Targeted children make accelerated progress and are on track to attain ARE+.</p> | RPe/JLa | <p>Half Termly Pupil Progress Meetings Intervention Cost (1 hour per week per year group) £1000</p> |
| | <p>Increase levels of parental engagement through the development of curriculum workshops and celebration events. Improve school-home communication through the use of website and MyEd App – including celebratory messages etc.</p> | <p>The EEF shows that texting parents can be an effective way of increasing engagement and educational attainment. Other studies show that parental engagement is a key factor in building children's attitude to learning and engagement with school although evidence is not extensive and it is hard to maintain parental participation, impact appears high.</p> | <p>Parent Survey</p> <p>Pupil voice – measuring levels of engagement</p> | RPe DHo | <p>Sum 2019 Cost of My Ed (proportion) - £240</p> |
| C) The attainment gap between PPG and non-PPG children continues to close and PPG children make accelerated progress. Behaviour records etc show the engagement of PPG pupils is improving through re-establishing the learning league behaviour code. | <p>Targeted intervention with More Able pupils, including more able PPG pupils will look in greater depth at texts in a small group context – to be implemented with Y2 through to Y6</p> | <p>In addition to daily reciprocal teaching sessions, targeted groups of MA pupils, including MA PPG pupils, will receive targeted intervention and support to develop and extend thinking – evidence for this approach is through extensive evidence of the impact of teaching pupils strategies for monitoring and developing their reading comprehension – EEF Improving Literacy in KS1/2.</p> | <p>Through regular classroom obs and drop ins</p> <p>Further monitoring of impact to take place through Pupil Progress Meetings.</p> <p>Disadvantaged children who attain 'exceeding' at EYFS or GDS at KS1 attain, or on track to attain, higher standard at next KS.</p> | DHo/KDo/ RPe | <p>Half termly at Pupil Progress Meetings</p> <p>Intervention Cost - £1000 (1 hour per week per year group)</p> |

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| | Focused intervention takes place to stretch the understanding and thinking of MA pupils, including PPG MA pupils. This will enable greater numbers of PPG pupils to read GDS. | Intervention has greatest impact when it is carefully targeted and timely. Extensive evidence for the impact of this approach is presented in a review of research in EEF Improving Mathematics in KS1 and 2. | Through regular classroom obs and drop ins/work scrutiny. Further monitoring of impact to take place through Pupil Progress Meetings More able disadvantaged pupils make accelerated progress and are on track to attain GDS by Sum 2019 | DHo / RPe / MHo | Half-termly pupil progress meetings Intervention costs approx. 2x 10 min sessions per week per year gp £1000 |
| D) Explicit focus on the development of strong mental maths skills is continued with the speed and accuracy of times tables developing. Basic skills and recollection of key facts in KS1 and lower KS2 is a key area of | Focused intervention takes place to stretch the understanding and thinking of MA pupils, including PPG MA pupils. This will enable greater numbers of PPG pupils to read GDS. | Intervention has greatest impact when it is carefully targeted and timely. Extensive evidence for the impact of this approach is presented in a review of research in EEF Improving Mathematics in KS1 and 2. | Through regular classroom obs and drop ins/work scrutiny. Further monitoring of impact to take place through Pupil Progress Meetings More able disadvantaged pupils make accelerated progress and are on track to attain GDS by Sum 2019 | DHo / RPe / MHo | Half-termly pupil progress meetings Intervention costs approx. 2x 10 min sessions per week per year gp £1000 |
| Total budgeted cost | | | | | £47,140 |

iii. Other approaches

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| The gap between PPG and non-PPG persistent absence continues to fall. PPG children are increasingly represented on attendance reward events etc. | Consistent approaches to dealing with attendance becomes embedded – this includes dedicated attendance officer time and highly structured approach to following up attendance. | Attendance is a key factor in the school's pupil premium cohort – pupils with low prior or current attendance also have proportionately low attainment. | Will be monitored through regular meetings with the Trust attendance officer – monthly meetings with Principal to monitor impact – half termly reports to governors Gap between disadvantaged – non disadvantaged falls – less than 1% for children without specific long-term medical needs. | Attendance Team/CAs | Termly review of impact Proportional costs of Attendance officer - £10,000 |
| | Significant issues remain with the proportion of absence within the PPG group which is | Attendance is a key factor in the school's pupil premium cohort – pupils with low prior or | Will be monitored through regular meetings with the Trust attendance officer – monthly meetings | | Termly review of impact |

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| | through holidays taken in term time. A combination of information about the link between attainment and attendance and a zero-tolerance approach to holidays will be taken. | current attendance also have proportionately low attainment. | with Principal to monitor impact – half termly reports to governors. Frequency of holidays in term time for PPG children falls and is coming in line with rest of cohort. | | |
| | Attendance officer will work closely with the families of disadvantaged PPG children to engage with them and improve attendance | Attendance is a key factor in the school's pupil premium cohort – pupils with low prior or current attendance also have proportionately low attainment. | Will be monitored through regular meetings with the Trust attendance officer – monthly meetings with Principal to monitor impact – half termly reports to governors. Percentage of disadvantaged children classified as persistently absent falls to be in line or close to rest of cohort. | Attendance Team/CAs | Termly review of impact |
| | Attendance officer will work closely with the families of disadvantaged PPG children to engage with them and improve attendance | Attendance is a key factor in the school's pupil premium cohort – pupils with low prior or current attendance also have proportionately low attainment. | Will be monitored through regular meetings with the Trust attendance officer – monthly meetings with Principal to monitor impact – half termly reports to governors | Attendance Team/CAs | Termly review of impact |
| Total budgeted cost | | | | | £10,000 |

| 6. Review of expenditure 2018/19 | | | | | |
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| Previous Academic Year | | | | | |
| 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 | |
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| ii. Targeted support | | | | | |

| 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 |
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| iii. Other approaches | | | | |
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| 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 |
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| 7. Additional detail |
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| In this section you can annex or refer to additional information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk |