

Appendix (iv) Review of expenditure from previous academic year 2016-2017			
1 Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: did we meet the success criteria?	Lessons learned
Improved progress for all pupils	Staff training on marking and feedback Purchase of materials for early identification of need	Training days were attended by teachers and teaching assistants; marking policy has been reviewed; middle leaders have conducted regular book scrutiny across the school; phase group meetings have been carried out to conduct moderating of books/work; assessment materials used to identify needs; pupil progress tracked half-terminly by phase leaders and terminly by middle leaders/SLT.	Half- terminly assessments and timely review of interventions imperative. Dynamic marking aids early identification of need within the lesson. Better for pupils to work in mixed ability classes rather than set, to prevent a 'capping' of challenge.
More consistent implementation of behaviour policy to address issues earlier	Staff review of behaviour management systems	Review of the policy has improved implementation of behaviour policy across the school; strategies shared by Ebor academy, on behaviours for learning, are embedded in all classrooms and have improved engagement and reduced the number of issues in lessons; all incidences of poor behaviour are closely monitored and if needed, parents and pupils are involved in meetings to put strategies in place to address needs.	Early interventions/ preventative measures ensure pupil engagement throughout lessons. There is a clear difference in pupil behaviour during lessons and at playtimes which needs to be addressed. Mainly, pupils lack of respect for midday staff.
Improved progress and attainment in maths	a) Peer tutoring (older with younger) during 'real maths' week investigations b) Develop bank of activities for 'mastery' of maths	Close monitoring has taken place by the maths lead; maths lead has undergone training with Maths Hub to develop strategies/materials to support mastery in maths; Maths lead has delivered staff training to up skill teachers and TAs.	To move away from setting in maths. Maths lead to continue to work with the developing Maths Hub materials/ training to embed mastery in maths. On-going training for all staff.
Total Cost	£8 600		

2 Targeted support			
Desired outcome	Chosen action/approach	Estimated impact: did we meet the success criteria?	Lessons learned
Progress and attainment of PP children inline/above progress of all	TA intervention support for English and Maths and SEBD	See appendix for a breakdown of pupil progress. Timetable of TA support is set in place and adhered to. Teachers liaise well with TAs regarding work to carry out. TAs are keeping clear records of work carried out and pupil achievement which is used to inform future support.	Same day intervention can be extremely useful, especially for maths. It is helpful that the TA carrying out the interventions, has worked in that year group in the morning to understand the pupils' targets and needs.
Progress and attainment of PP children inline/above progress of	Research and implement KS2 maths interventions	We have moved to half-terminly tracking instead of terminly which enables staff to amend/ implement interventions in a more timely manner.	Same day intervention can be extremely useful for maths. It is helpful that the TA carrying out the

all for maths			interventions has worked in that year group in the morning to understand the methods used to teach the various elements.	
Improved progress and attainment in maths for PP children bringing them in line with non PP	Training for TAs to implement new interventions	Comparison of attainment (% of pupils achieving expected and higher than expected) in the summer term between all pupils and pupil premium pupils' who received interventions:		
			All pupils	Pupil premium
		Maths	50.5%	48.5%
		Reading	43.6%	62.8%
		Writing	58.6%	68.5%
Total Cost	£21 630			

3 Other approaches			
Desired outcome	Chosen action/approach	Estimated impact: did we meet the success criteria?	Lessons learned
Class teachers use analysis of PP progress data to better target support	Staff training on O'track analysis tools	Teachers' identification of gaps in learning is secure and planning for interventions is clearly identified and actioned upon by TAs carrying out interventions. Liaison between teachers and TAs of pupil progress in lessons and interventions is good, leading to improved progress for pupils.	Teachers need further training on using OTrack: to ensure teachers are using the same tracking documents and assessing children as B, D and S in the same way.
To meet the targets set for LAC at their PEP meetings	Use LAC funding in line with PEP recommendations	Individual targets have been set each term and shared at PEP meetings, including social workers and carers. Money has been requested from the Virtual head and agreed, as the targets set and the suggested interventions have proved to be valuable and gain positive results, academically and socially.	Need strong liaison with social worker to ensure PEPs take place in a timely manner to ensure we can request funding for our Hull based pupils
All PP children given the opportunity to attend residential visits for SEBD development	Support parents/carers of PP children in meeting the costs of educational visits	All pupil premium children took part on school trips, and were given the opportunity to attend residential visits in years 4, 5 and 6.	How to make this a fair and reasonable expectation for all PP children.
Total Cost	£8 600		