Catch up premium strategy 2020-2021

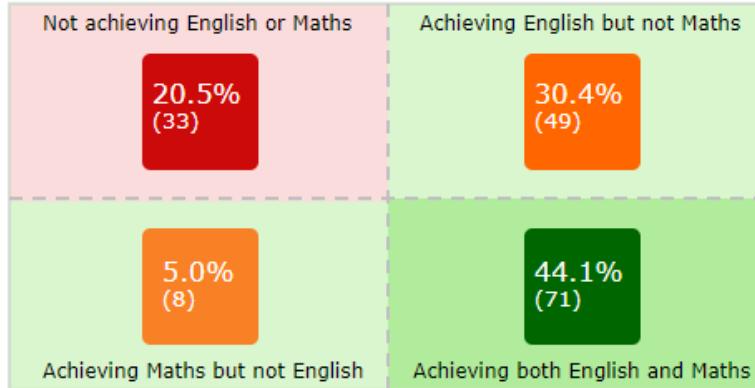| 1. Summary information			
School	Shrewsbury Academy	Total number of students	783
Academic Year	2020-21	Number of eligible pupils	783 (DFe catch-up funding for COVID19 for all pupils)

2. Current attainment	Data used to identify eligible pupils

Early PPG data:

Headlines

Dataset	Cohort	Avg KS2	9-5 E/M %	9-4 E/M %	EBacc Strong %	EBacc Standard %	A8	Eng A8	Mat A8	Eng P8	Mat P8	EBacc P8
Year 11 Early PPG	162	4.69	15.4%	43.8%	12.3%	29.6%	38.39	8.57	6.33	-0.61	-1.31	-0.39

Basics 4+

English 4+

	Not achieving English or Maths	Achieving English but not Maths
Maths 4+	20.5% (33)	30.4% (49)
	5.0% (8)	44.1% (71)
	Achieving Maths but not English	Achieving both English and Maths

Basics 5+

English 5+

	Not achieving English or Maths	Achieving English but not Maths
Maths 5+	54.7% (88)	26.7% (43)
	3.1% (5)	15.5% (25)
	Achieving Maths but not English	Achieving both English and Maths
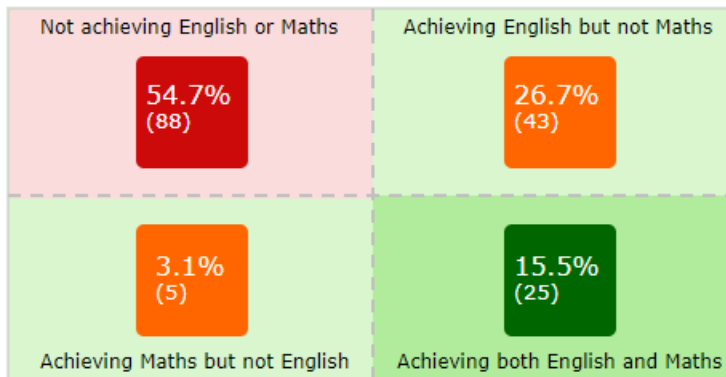
Name	Stu Count	KS2 Prior	9-7 E/M %	2019 % 9-7 E/M	9-5 E/M %	2019 % 9-5 E/M	9-4 E/M %	2019 % 9-4 E/M	EBacc Strong %	EBacc Standard %	Eng P8	Mat P8	EBacc P8	Open P8	Total P8	2019 EARLY PPG Eng P8	Mat P8	EBacc P8	Open P8	Total P8
ALL	162	4.69	3.1	1.8	15.4	17.2	43.8	32.5	12.3	29.6	-0.61	-1.31	-0.39	-1.13	-0.83	-1.24	-0.8	-0.36	-0.87	-0.77
NON DL	67	4.77	4.5	2.7	22.4	20.9	50.7	39.1	19.4	35.8	-0.43	-1.18	-0.31	-0.92	-0.68	-1.24	-0.8	-0.36	-0.78	-0.74
DL	95	4.64	2.1	0	10.5	9.4	38.9	18.9	7.4	25.3	-0.74	-1.39	-0.44	-1.28	-0.94	-1.25	-0.82	-0.35	-1.08	-0.84
NON EAL	150	4.71	2.7	2	16	18.3	45.3	33.3	12.7	30	-0.65	-1.35	-0.44	-1.17	-0.87	-1.25	-0.82	-0.37	-0.87	-0.78
EAL	12	4.4	8.3	0	8.3	0	25	20	8.3	25	0.06	-0.46	0.42	-0.43	-0.08	-0.76	0.36	0.46	-1.3	-0.33
GIRLS	76	4.61	2.6	1.2	15.8	17.3	42.1	32.1	11.8	31.6	-0.21	-1.13	-0.01	-0.63	-0.46	-0.93	-0.78	-0.27	-0.57	-0.59
BOYS	86	4.77	3.5	2.4	15.1	17.1	45.3	32.9	12.8	27.9	-0.98	-1.47	-0.73	-1.59	-1.17	-1.53	-0.83	-0.44	-1.15	-0.94
No KS2 DATA	11		0	0	0	0	18.2	11.1	0	9.1										
LPA	17	3.66	0	0	5.9	0	5.9	0	0	0	-0.18	-1.44	-0.38	-1.18	-0.79	-0.59	-0.58	0.05	-0.57	-0.39
MPA	82	4.53	0	0	1.2	5.6	29.3	22.5	0	18.3	-0.52	-1.31	-0.24	-1.04	-0.74	-1.08	-0.69	-0.13	-0.64	-0.58
HPA	52	5.29	9.6	6	44.2	48	84.6	70	38.5	61.5	-0.9	-1.25	-0.63	-1.27	-0.99	-1.79	-1.07	-0.88	-1.35	-1.22
EHCP	4	4.83	0	0	0	0	25	20	0	0	-2.19	-2.03	-1.14	-2.84	-1.89	-2.09	-1.13	-0.86	-1.85	-1.46
SEN SUPPORT	6	4.56	0	0	16.7	0	16.7	0	16.7	16.7	-0.84	-1.36	0.08	-1.09	-0.74	-1.25	-0.79	-0.37	-0.83	-0.76
NO SEN	152	4.705	2.9	2.1	15.35	19.7	45.05	36.6	12.3	30.7	-0.575	-1.31	-0.4	-1.105	-0.825	-0.89	-0.78	0.03	-0.88	-0.59

Autumn Literacy: Reading and Spelling ages:

		Above	On target	Below	Absent (blanks)
11	Reading	42%	7%	33%	**19%**
	Spelling	51%	6%	27%	**16%**
10	Reading	55%	2%	30%	**10%**
	Spelling	39%	2%	47%	**7%**
9	Reading	57%	0.5%	26%	**16%**

	Spelling	15%	4%	43%	**16%**
8	Reading	55%	1%	27%	**16%**
	Spelling	28%	7%	46%	**17%**
7	Reading	47%	3%	43%	**7%**
	Spelling	41%	7%	41%	**8%**

3. Barriers to future attainment	
Academic barriers (issues to be addressed in school, such as poor literacy skills)	
A	Impact of COVID 19 lockdown and continued issues with attendance due to SI and lockdowns – this will have impacted all pupils at all levels and will lead to lower outcomes
B	Low Literacy and Numeracy skills on entry leads to lower outcomes
C	Low levels of aspiration and poor attitude to learning leads to lower outcomes
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
D	High numbers of PP pupils in year 11 – 60% - plus a high number of FSM since Primary education means pupils have not had access to that of others

	Intended outcomes	Success criteria
A	Implement intervention strategies that successful close the learning gap for all pupils.	All pupils will show good or better progress. Pupil confidence will improve. Pupils will be more engaged in lessons and other forms of learning, such as on-line/remote learning. Quality of Teaching will improve across the academy, engaging pupils and lowering behaviour incidents and exclusions. Time is given for T&L CPD and additional training for staff in remote learning skills and technology. Assessment, marking and feedback is of high quality and pupils are engaging and responding to teacher dialogue on a number of different forums; paper, Teams, other on-line packages etc. Pupil access to technology is improved through facilitation of online tuition and support. We will invest in additional technology to support the most disadvantaged and support both staff and pupils in how to use these to gain the best outcomes.

			The Academy will support pupils through one-to-one and small group intervention and other intervention programs to ensure that all pupils are getting access to the skills and support needed to enable progress to be made and the learning gap to be closed. The use of DFe assured intervention providers such as Mark Goodwin will ensure that PP pupils will have access to high quality intervention. Parents and carers will feel supported throughout the process and will have confidence to approach the Academy with questions and for support/guidance. Parent voice will show a positive engagement with the academy and parents/carers will attend virtual events. The Academy will supply additional books and materials to support at home learning and revision. There will be regular and supportive communication with home.

B — Improve Literacy and numeracy standards across the Academy

Numeracy:

Target		Rationale
To ensure Catch Up Premium spending has a significant impact on student progress.		Following discussions with key leaders, a review of year 7 EOY results, observations and book scrutiny, it is felt that there is an opportunity to improve the impact on progress of Catch Up Premium students. Students need to be able to transfer key mathematical skills to different subject areas so that Catch Up can been shown to impact on students' capacity to access the wider curriculum. At the end of year 7 (2019/2020) 81% of students with KS2 fine scores between 85 and 95 were predicted GCSE grade below target.

		Mathematics				
Action	**Start**	**Who?**	**Cost**	**Resources/Monitoring**	**Impact on Pupils**	**Success Criteria/ Reviewed Outcome**
Match Student Mentor to Catch Up Student	Sept 2020	APT	2 hours	Identify Catch Up cohort (Baseline test) – match with identified Mentors.	Students will build working relationship with individual mentor	Catch up students will be matched with an appropriate Mentor.

		Contact with parents to establish purpose and where possible engage further support at home.	Sept 2020	WBR/APT	2 hours	Parent information evening for identified students Follow up with phone calls for non-attendees ==Introduce '10 minute wins' using short daily homework tasks==	Pupils will practice an additional 10 minutes a day on 'quick wins' to build confidence and embed number sense.	Students will have increased capacity to process simple procedures. Increased use of core skills. Improvement on scores in end of unit and 'Catch Up' assessments.
		Purchase of resources to support mentors	Sept 2020	TWA/APT	£74.25	CPG KS3 Catch Up workbook (£4.95 each) x 15	Mentors will have immediate framework to work from. Students will work in pencil in the books. Where gaps are found 1:1 tuition on mini whiteboards to teach and review against initial assessment.	Mentors will be following structure of the text to guide teaching. Learning will be focused on gaps with regular revisits to previous learning. Improvement on 'Catch Up' scores and end of unit tests.

							Students will be able to state which areas they are strong on and those needing further work.
		Begin 1:1 Mentor sessions	October 2020	APT	1+ hour per week to include time for praise, intervention and calls home. (5 morning registration periods)	1 session weekly during am registration monitoring 1:1 support Daily sessions monitoring homework and intervening where necessary.	Ensure mentor support is backed with home (10 minute a day) learning and practice.	Catch Up students will routinely practise skills for 10 minutes a day in addition to working on key gaps with mentors.

Challenge level of work accessed in 10 minute sessions is increasing.

Identified gaps are closing as identified through 'recap' tests. |

		End of term test QLA used to create a PLC for each Catch Up student outlining core skills they need to improve on.	Dec 2020 and Apr 2021	Class teacher/ CMA	1 hour each + QLA creation 2 hours	QLA template	Identify the key skills and areas for development of target students.	These gaps will have been closed. Scheme of work for nurture group is adapted to meet the needs identified in ASP work.
		Adjust planning for nurture group to match findings from QLA	Jan 2021 and May 2021	Teacher / WBR	2 hours	Resources to meet requirements. Run within normal lessons.	Teaching will be focused on identified target areas where gaps exist.	Students will complete the same <mark>Baseline test</mark> (additional to end of term test) Gaps will have been closed and scores significantly improved for each student.
		Adjust planning for Mentors to match	Jan 2021 and	Student Mentors	1 hour	Student Mentors to have copy of PLC for each Mentee and adjust tuition to fill these gaps.	Intervention will match needs.	Students will complete the same <mark>Baseline test</mark> (additional

| | | findings from QLA | May 2021 | | | Catch Up books to be used as a resource to achieve this. | | to end of term test)

Gaps will have been closed and scores significantly improved for each student. |
|---|---|---|---|---|---|---|---|---|
| | | Visits to Primary feeder schools | Ongoing from Autumn term Cont. from 2019/20 | APT/JJO | 1+ hour weekly | sessions out of school using Nrich poster tasks Feedback to teaching staff/WBR regarding primary approach. | Information gathered regarding teaching approach and SOW used in feeder schools – better prior knowledge to improve provision | Scheme of work/teaching approaches for nurture group are adapted to meet needs and prior understanding. |
| | | Resit ==Baseline Test== | July 2021 | Mentee/ lesson assessment. | 1 hour | Student Mentors to mark the papers (Cancel mentor sessions for this week) and complete a review of progress made using ==framework supplied by Mentor Lead==. | Mentors will be able to identify areas where they have had impact and also areas for further improvement. | Student scores will improve. |

Action	Start	Who?	Cost	Resources/Monitoring	Impact on Pupils	Success Criteria/ Reviewed Outcome
Identify Student mentors for 2021/2022. To shadow current mentors and receive training from them.	May 2021	APT/ Student mentors		Existing catch up sessions.	Mentors will develop sense of ownership and be upskilled prior to arrival of new year 7	Student mentors will be trained and prepared to start week 1 of Autumn 2021.

Literacy

Target		Rationale
To ensure Catch Up Premium spending has a significant impact on student progress.		Following discussions with key leaders, a review of year 7 EOY results, observations and book scrutiny, it is felt that there is an opportunity to improve the impact on progress of Catch Up Premium students. Students need to be able to transfer key mathematical skills to different subject areas so that Catch Up can been shown to impact on students' capacity to access the wider curriculum. At the end of year 7 (2019/2020) 81% of students with KS2 fine scores between 85 and 95 were predicted GCSE grade below target.

			Mathematics			
Action	**Start**	**Who?**	**Cost**	**Resources/Monitoring**	**Impact on Pupils**	**Success Criteria/ Reviewed Outcome**

		Baseline assessments	Sept 2020	Yr 7 Teachers	1 hour	Identify Catch Up cohort <mark>(Baseline test)</mark>.	Identify nurture pupils and any lower ability pupils, sense of areas of development for the whole cohort.	Top, middle and bottom for standardisation. Photocopies of Nurture pupils' work to assess.
		Introduction to English SOL	Sept 2020	Yr 7 Teachers	2 weeks	Staff and student voice. SOL	Develop a sense of excitement and engagement in terms of English. An emotive and empathetic SOL to create extended writing for a meaningful purpose.	Students will have increased capacity regarding their understanding of English in the real world. More engagement with tasks and extended writing.
		Nurture group pupils identified in classes	Sept 2020	Yr7 teachers		Class teachers monitor nurture group and lower ability students in terms of progress, well-being, engagement and behaviour. Make notes on trackers.	Staff will be able to support with differentiation and support for pupils who are	Staff have a strong picture of Nurture pupils and have evidenced strategies taken.

							falling below their expected progress and unable to access the curriculum.	
	Begin 1:1 Mentor sessions for pupils falling below 100 reading scores – focus on Nurture group names	October 2020	TOR/NMI	1+ hour per week to include time for praise, intervention and calls home.	1 session weekly in E9 with various pupils named.	Ensure staff are supported with a room and activities.	Pupils begin to build relationships with staff that will be teaching them after October half term.
	Reading and spelling ages and CAT4 scores will create new and specific data to build our Nurture group	Oct Half term	TOR/NMi		Reading and spelling ages resources, E9and trackers.	Identify the key skills and areas for development of target students.	Scheme of work for nurture group is adapted to meet the needs identified in TOR work.
	Nurture group lead by TOR/NMI SJO and PBO to support.	Oct Half term	Teacher / CJA	4 hours	Following the Next Steps Pixl programme.	Teaching will be focused on identified target areas where gaps exist.	Students will complete the same Baseline test (additional to end of term test)

							Gaps will have been closed and scores significantly improved for each student.
	Reading and spelling ages analysed	Oct half term	Access Leader timetable re-created to focus on Y10 and Y11 with reading and spelling ages below		Literacy Booklets handed out to pupils. Y7 – 8 – 10 minutes reading replaced with literacy starter focusses.	Intervention will match needs.	Gaps will have been closed and scores significantly improved for each student.
	Primary School re-connections	Ongoing from Autumn term Cont. from 2019/20	TOR/AMD	1+ hour weekly	Contact Primary School feeder schools about Nurture groups – TOR to build and establish a working relationship to support with SOL.	Information gathered regarding teaching approach and SOW used in feeder schools – better prior knowledge to	Scheme of work/teaching approaches for nurture group are adapted to meet needs and prior understanding.

						improve provision	
<mark>Focus on Literacy skills in Y7 – 8 assessment for SOL</mark>	January	Y7/8 teachers	1 hr	Teachers focus on literacy skills and a literacy skills test to analyse effect of catch up strategies.		Pupils will begin to focus on literacy expectations and maintain high standard.	Improvement in technical accuracy gradings.

Literacy Across the Curriculum:

- DEAR for 7-9 includes elements of independent and shared reading. All pupils are engaged in daily reading for enjoyment.
- Whole school Literacy events are well attended and successful: Churchill Speaking Competition, monthly English writing competitions, debate club (including Student Council)
- All lessons feature a Literacy focused objective and this is recognised within teaching pedagogy, assessment and feedback.
- GCSE Pod is regularly accessed by 10-11 for the English Language and Literacy pods, quizzes and assignments. DEAR time is used by 10-11 pupils for high quality independent study.
- Reading is highly promoted around the Academy through staff reading posters, dialogue and discussion and through the read the world activities set during year 9 DEAR.
- Literacy legends are identified in every department and are high profile in sharing and trialling good practice and literacy resources.
- Departments improve on their Literacy audits with the aid of their Literacy legend – Departments will have a reading, writing or S&L focus for the year and will be in groups to trial, experiment and share experiences.
- Spelling and reading tests will be completed for all pupils three times a year and results will be shared with staff. The SEN department will support the English department in strategies to CTG and to ensure that all pupils sit the test.

C	Improve attitude to learning and aspirations for all pupils.	• Improve teaching and learning experiences so that lesson grading is at a 2 or above for all pupils. • Improve early access to careers and college guidance • Develop PSHE and drop down days to engage pupils in future decision making. • Use intervention time to engage pupils in aspiration building intervention strategies and working with outside agencies. • Ensure that the provision for PP pupils is in line with their peers – accomoodate outside agency such as Mark Goodwin to come in and work with small groups 10-11 on achievement, aspiration and attitudes. • Use outside agency such as Mark Goodwin to provide staff training to improve staff knowledge and confidence when supporting, teaching and mentoring pupils. Pupils will feel supported and will achieve better outcomes.
D	Develop school-wide classroom pedagogy to meet the needs of all PP pupils (including those with high prior attainment). Improve attendance of PP pupils to be in line with NA.	PP pupils at least make similar [ideally better] progress than other students nationally. In the interim to gain progress scores as close to zero as possible. Improved levels of aspirations for future achievements and data shows an average grade of 2 for PP pupils, with a high percentage of PP pupils receiving performer of the lesson. Average PP pupil attendance to be at least equal to PP pupil attendance nationally and ideally greater than the non-PP average

5. Planned expenditure					
Academic year	£62,000				
The three headings enable you to demonstrate how you are using the funds to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Intended 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?
Develop school-wide classroom pedagogy to meet the needs of all pupils with a clear focus on PP pupils (including those with high prior attainment). Improved levels of aspiration and lesson grading to average a 2 or above – which will show increased motivation.	Establish an academy-wide focus upon quality first teaching. <u>Key Focus for Academy Pedagogy:</u> Planning for challenge, differentiation and PP SEND Use of data to inform planning – evidenced in teaching files Teaching and Learning strategies for positive engagement	There are variations in progress rates between key groups of pupils in different subjects: PP / NPP, more able/SEND (Annual Report 2019 shows SEND students are 40 months behind by the end of secondary school) SEND / & boys/girls Research shows that good teaching has a disproportionately positive effect on the progress of Pupil Premium students. (John Dunford) d= 0.48	Quality Assurance procedures upheld throughout the academic year: SLT W4P HODs External Reviews To include lesson observations, folder checks, book scrutinies and pupil voice. Focus in all activities will be PP which is referenced in all feedback. Best practice shared Quality Assurance:	RHA AGR KHU SLT HODs GRO PALs	During weekly SLT meetings. Every half term with HODs – Training on what is effective pedagogy Attendance reviewed weekly. Key pupils targeted – contact made with parents. Overall attendance reviewed half termly (Session 6) and post 'Holiday sessions'

	Diagnostic marking and quality feedback for pupils Close the gap over time developed in to curriculum Long term memory and recall key for new GCSE. CPD for staff on metacognition. Critically examine sequences of learning to enable the best progress Session 0/6 and Yr 11 intervention – including external interventions such as Shrewsbury High Maths Mastery, GCSE and PiXL Strive for 5.	(Hattie). EEF guidance – metacognition +7 months feedback +8 months Not all pupils have suitable working spaces at home or access to regular study support. This strategy ensures that pupils are not penalised as a result. All pupils have access to effective interventions.	Classroom teachers are expected to run one session 5 every week. Access Leaders are running morning and after school sessions weekly. Registers will be taken by every member of staff and monitored by HODs. High profile promotion of these sessions through mail drops, phone call and texts home with a focus on PP pupils. SLT monitoring of the quality of pedagogy and learning taking place in these extra sessions		

Develop robust systems for online/remote learning to enable ease of transition for self-isolation periods and lockdowns.	All staff to have completed ALL training on the use of Teams and to create Teams groups by Oct 2020 IT provision to be checked through pupil voice and strategies put in place to ensure that even the most disadvantaged have access to technology inside and outside of school. Core subjects to enhance curriculum plans with online learning and subscriptions – GCSE pod, Maths Watch, Heggarty etc plus explore new options for online marking and feedback and Literacy	With the unknown nature of the future and recent developments with tiers, lockdowns and suggested rotas for secondary schools we must have a clearly communicated plan to enable teaching and learning to be fluid and accessible.	ALL register of staff completed training. Pupil and parent voice of IT facility at home and IT department to provide an overview of available facilities in school whilst under strict Covid guidelines. LM meetings to explore curriculum planning for online provision and 'lockdown' teaching. HODs to discuss successes and share good practice in meetings with SLT and departments. Finance department to provide list of active	HAL SLT IT department HOD NMI/SEN PALs	During weekly SLT meetings Half termly through HODs meetings Termly parent/pupil voice – use of the student council

	enhancement such as Bedrock. Clear communication of online procedures and expectations to be given to pupils, staff and parents. School website to be kept up-to-date with links to MrRscience and work to be regularly uploaded by HODs.		subscriptions to online resources. HAL to ensure that website is up-to-date. ARI to monitor MrRScence alongside HODS to ensure work is uploaded and appropriate. HODs to quality assure Teams work and groups.		
			Total budget cost		
ii. Targeted support					
Intended 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?
Improved achievement in Literacy and in English for PP pupils. Improvement in Numeracy	Early intervention for Maths with pupils entering below expected standards Session 6 offered to all Key stages	Smaller groups enable a more focused and diagnostic approach to assess Literacy skills and make 'live' and immediate changes.	High quality CPD to staff in the English and SEND department to implement the Miskin program effectively.	AGR CJA KHU RHA SEND SLT	Reading and spelling ages tracked in Autumn, Spring and Summer term. Review with HJA and action plan to be updated and

	Access Leaders running intervention sessions for targeted pupils

Working with Shaw Maths and Maths Hub to improve provision | Smaller groups can access the curriculum in a different way without it being highlighted to their peers.

Secondary Schools moderate impact for very low cost (EEF)

To ensure that students leave the Academy achieving target grades and prepared for college or the world of work. | HOD quality assurance of the planning and preparation for the Literacy focused groups.

Training to be given to the English department on Kagan theories and assertive discipline.

W4P
Data sheets
Reading and Spelling testing data
Lesson grading | | reviewed at each point.

HOD reviews half-termly

Through weekly line-management with CJA/WBR

Through weekly SLT meetings – W4P |
| Outside agencies to provide additional intervention and support to improve achievement, aspirations and attitude to learning. | Work with DFe recommended provider Mark Goodwin to target key groups of pupils at KS4. | Pupils have lower self-esteem and have lost a lot of learning through Covid and need to be presented with ways to learn, think, act and | Contact made with Mark Goodwin and plans presented to SLT – decision on which plan to work with and how to implement done on an SLT level. | AGR
RHA

SLT | SLT meetings

Pupil voice after sessions.

PP focus group |

A focus on mindfulness and well-being.	Use top 20 underachievers list to identify pupils for intervention. Mark Goodwin to also provide staff training and further resources to staff for continued development of mentoring and pedagogy. Colleges, universities and other providers to be invited to work with pupils from 7-11 to encourage future decisions. Use of PSHE time to enhance careers, ATL, aspirations and mindfulness of our students.	behave in a brand new world. Intervention time, DEAR, PSHE time and session 0/6 time is useable time for quick sharp intervention. EEF recommend one-to-one intervention and small group interventions for catch up through their Covid 19 and implementation document	Staff voice after training to assess learning.		
				Total budget cost	
iii. Other approaches					

Intended 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?
Ensure all pupils have access to resources to enable curriculum access – materials for practicals, revision and workbook materials etc and including extra-curricular activities (Covid allowed) to enable them to attend regularly and be equipped for learning.	Work with HODs to identify materials needed to engage pupils in quality pedagogy. Ensure high profile advertisement of extra sessions, extra-curricular activities and any sessions being run to aid/support pupils and parents Provide refreshments and resources where needed	Pupils are reluctant and afraid to attend school so ensuring that school has safety and engagement in mind is priority to enable pupils to attend regularly and punctually. With Covid and lockdown many more parents/carers are struggling to fund the needs for school activities and extra-curricular activities	All HODs will communicate effectively with AGR to access information and funding for materials, resources etc. All HODs feedback regularly at HODs meetings and share good practice. Pupil and parent voice	AGR HODs	Half termly HOD meetings Termly parent/pupil voice
				Total budget cost	

6. Review of expenditure	
At the end of the year	

i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost