

6. Review of expenditure

Previous Academic Year 2018-19

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) |
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| <p>To develop metacognitive and self-regulation learning strategies (in line with in order to improve pupil resilience and understanding of themselves as learners.</p> | <ul style="list-style-type: none"> • All staff to receive CPD based on metacognition/self-regulation and how to promote this within the classroom. This will be delivered by PP lead and SLT. • Children to be taught explicitly, through the use of effective questioning how to plan, monitor and evaluate their learning. • Within class, teachers model consistently the process of metacognition within the subject being taught. | <p>PP lead took part in cluster PP research group and focussed on metacognition and the impact on PP children's learning. Through this sustained research project, where pupils were interviewed, and lessons were observed, it was clear to see progress with metacognition. In most classes, children were able to explain a situation where they had had to rethink their thinking and change their strategy. However, children were able to do this with varying confidence so this needs to continue to be embedded next year.</p> <p>All staff received CPD based on metacognition throughout the year and how to implement it within the classroom. Checklists were given out to aid teachers with planning metacognitive practices into their lessons. Monitoring showed that teachers questioning was starting to develop and that their modelling of metacognitive strategies were improving. An assembly was also delivered to KS2 children where they were challenged 'not to think like Bart'. This led to children across KS2 having a common language to use when thinking about how to review their learning. In Year 1, the teachers and pupils worked alongside the PP lead</p> | <p>This approach will continue throughout the next academic year to consolidate metacognitive practices and build upon what has been put in place this year.</p> <p>Let's Think English is to continue next year and will be continued to be monitored in order to promote metacognitive strategies within reading.</p> |

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| | | <p>to develop pictorial representations of where the children felt they were in their learning. The children used these to self-assess and discuss their learning with their teachers. This allowed the Year 1 children to develop a common language around their learning which they could use successfully to identify how successful they felt and what they needed to do next.</p> <p>‘Let’s Think’ CPD has been delivered throughout the year. Lessons have been taught in conjunction every other week alongside P4C. Teacher performance management showed that Let’s Think had been consistently delivered across most year groups with staff reporting and evidencing an increase in pupils understanding, participation and that the children were now able to engage with a text on a deeper level.</p> | |
| 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) |
| To ensure that PP children are given opportunities to stretch and challenge their thinking in order that the difference is diminished with GD pupils. | <ul style="list-style-type: none"> Children who are capable of achieving GD are identified early, their GAPS analysed quickly. Regular moderation meetings for GD children to be held in order to share and discuss strategies and next steps for children. | This year, flexible group marking books have been implemented in both maths and English. In most classes, these have been used successfully to address the needs of all pupils. Learning has become more targeted and next steps are clear with GD extension tasks being planned for based on children’s outcomes from the previous lesson in most classes. This has led to better task design for GD children. | There is still a GAP between PP children and Non PP children at GD. This target needs to continue to be a focus over the next academic year. PP lead to work with staff on how we can better identify |

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| | <ul style="list-style-type: none"> • CPD for staff based around task design and questioning that encourages challenge delivered by SLT including schools Maths lead practitioner. | <p>The implementation of the new Shamblehurst curriculum has enabled more PP children to challenge themselves and engage with their learning - building memorable experiences which encourage the children to want to push themselves.</p> <p>PP children have continued to make good progress alongside their peers, however the gap has not closed in all year groups between Non PP and PP at GD.</p> <p>** need to insert data from Sally here **</p> | |
| iii. Other approaches | | | |
| 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) |
| To ensure that the quality of teaching remains at least good in all areas, with support and feedback given to PP children verbally at the point of learning. | <ul style="list-style-type: none"> • Inspirational CPD from the author of Guerrilla teaching will be delivered to all staff before the next academic year commences. • Bespoke CPD, provided by SLT, will continue to happen in phases so that it is current and relevant to the phase which teachers are in. • Best practice consistently shared. | <p>New project and a concept led curriculum introduced this year. Every year group adopted this new approach to teaching. Most year groups, developed a curriculum which engaged their learners more and gave the children more ownership. Children are now able to talk enthusiastically about their learning and are more engaged and proud of what they have achieved. CPD delivered by SLT has ensured that expectations of staff are clear. All staff in the Summer Term were offered 2 days supported planning time with a member of SLT to ensure that learning journeys are clear. Outcomes from year groups projects were shared across the school to ensure best practice was shared.</p> | The implementation of this ambitious curriculum will continue over the forthcoming year and will be developed further to ensure that all children's (especially PP) needs are met and that they are given the knowledge and cultural capital they need to succeed in life. |

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| | | Verbal feedback to all PP children was evident through monitoring in most classes. Feedback was acted upon and the impact of this could be seen in children's books. However, this needs to be more consistent across the school to ensure that all PP children are receiving this feedback at the point of learning. | |
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