

1. **Key Objective: To Improve Learning in the Classroom**

**Action:** To personalise learning and ensure progress by recognising and accommodating the needs of all pupils (particularly those pupils who are SEND, PP, Catch-up, CLA and most able)

**Rationale:** 'Personalised learning has been defined by government ministers as that which takes place when there is an education system in which assessment, curriculum, teaching style and out-of-hours provision are all designed to discover and nurture the unique talents of every single pupil'. **ATL**

**Success Criteria:**

- All pupils have a curriculum suited to their needs
- Pupils make progress in line with national averages
- Interventions have been put in place to target areas of need and accelerate progress

Dates	Staff Responsible	Monitoring and Evaluation	Cost
Sept 16	CDE - Assistant Vice Principal	<ul style="list-style-type: none"> <li>▪ Tracking and monitoring of data</li> <li>▪ Early intervention through catch-up funding and English and maths booster classes</li> <li>▪ Interventions in Learning Services (SEN, INA) are implemented to target specific areas of need and monitored via the access, plan, do, review model</li> </ul>	£65,488

**Action:** To identify underperforming boys in each year group and develop clear strategies to support and challenge these pupils.

**Rationale:** 'Research acknowledges that white working class underachievement is heavily linked to social, cultural and economic factors that are hard to shift. Barriers to learning faced by these pupils are mostly concerned with language and literacy. [Furthermore] there are other issues to consider, such as independence and resilience and pupils who give up easily, who find it difficult to work collaboratively or who find it difficult to manage their time. However, much of the problem of underachievement is about poor aspiration and engagement in learning. Many of our young people lack self-belief and are easily distracted from learning or have difficulties in understanding its relevance.'

**Kenny Frederick** (*Principal of George Green's school and a member of the National Association of Head Teachers executive*)

**Success Criteria:**

- Parents are more actively engaged in school life to ensure how best they can support their child
- Boys are challenged within lessons
- Strategic interventions have been implemented to improve boys' progress
- Gender gaps have narrowed
- Boys are making academic, social and emotional progress

Dates	Staff Responsible	Monitoring and Evaluation	Cost
Sept 16	RHN – Director of Boys' Achievement  RMN – Assistant Vice Principal	<ul style="list-style-type: none"> <li>▪ Data analysis of children involved</li> <li>▪ Pupil voice provides evidence of impact</li> <li>▪ MTQT</li> <li>▪ Work scrutiny</li> </ul>	£11,138

**Action:** To challenge, support and inspire most able pupils, along with creating opportunities and experiences beyond school and the classroom

**Rationale:** If we are to succeed as an economy and society, we have to make more of our most able young people. We need them to become the political, commercial and professional leaders of tomorrow.' ([www.ofsted.gov.uk](http://www.ofsted.gov.uk))

**Success Criteria:**

- To identify our most able pupils
- To have implemented strategic interventions to improve the progress of most able pupils (from KS2/KS3 transition through to KS4/Post 16)
- To have provided a series of enrichment activities to motivate and inspire our most able pupils

Dates	Staff Responsible	Monitoring and Evaluation	Cost
Sept 16	LO – Most Able Champion  PPY – Assistant Vice Principal	<ul style="list-style-type: none"> <li>▪ Data analysis via 'GROAP'</li> <li>▪ Pupil voice provides evidence of impact</li> <li>▪ MTQT</li> <li>▪ Work scrutiny</li> <li>▪ Successful completion of additional NCFE qualifications</li> </ul>	£2,639

**Action:** To develop and promote literacy across the school as well as sustaining a vibrant culture of reading that engages all of the Smithills' family

To develop the Accelerated Reader programme at KS3

**Rationale:** Accelerated Reader: 'pupils' reading age increased by an additional three months in just 22 weeks... the scheme can benefit poorer pupils the most, improving their reading age by almost half a year'. **EEF**

<b>Success Criteria:</b>			
<ul style="list-style-type: none"> <li>▪ To have raised the profile of literacy across the school</li> <li>▪ To have further developed a strong and active reading culture across the school</li> <li>▪ A greater number of pupils will be accessing the library during break and lunchtimes and taking out books independently</li> <li>▪ The gap between reading age and chronological age will have reduced significantly</li> </ul>			
<b>Date</b>	<b>Staff Responsible</b>	<b>Monitoring and Evaluation</b>	<b>Cost</b>
Sept 16	JMN – Lead teacher for Literacy FF – Librarian	<ul style="list-style-type: none"> <li>▪ Half termly reading tests</li> <li>▪ Monitor the number of children using the library</li> <li>▪ Parent and pupil voice</li> <li>▪ Evaluate a programme of regularly calendared library events</li> </ul>	£4,398
<b>Action:</b> Deployment of an additional class teacher in English			
<b>Rationale:</b> +3 months impact. ‘There is...evidence that reducing class sizes are more likely to be effective when supported with professional development to learn and develop teaching skills and approaches’ <b>EEF</b>			
<b>Success Criteria:</b>			
<ul style="list-style-type: none"> <li>▪ Improved attainment and progress of key groups</li> </ul>			
<b>Date</b>	<b>Staff Responsible</b>	<b>Monitoring and Evaluation</b>	<b>Cost</b>
Continuing in	SW – Teach First	<ul style="list-style-type: none"> <li>▪ Data analysis</li> <li>▪ Learning walks/MTQT</li> </ul>	£22,821

Sept 16	Teacher FB/NW – Subject Leaders – English	<ul style="list-style-type: none"> <li>Work scrutiny</li> </ul>	
<b>Action:</b> CPD to support all staff in the delivery of quality first teaching (inset days, Visible Learning Mondays, Teaching Thursdays)			
<b>Rationale:</b> ‘CPD is widely acknowledged to be of great importance in the life of schools, contributing to professional and personal development for staff and to improvement in teaching and learning’. <b>DFE</b> ( <i>Evaluating the Impact of Continuing Professional Development</i> )			
<b>Success Criteria:</b>			
<ul style="list-style-type: none"> <li>Staff knowledge remains relevant and up to date</li> <li>Staff are aware of the changing trends within the profession</li> <li>Staff plan and deliver lessons which engage and encourage learning</li> </ul>			
<b>Date</b>	<b>Staff Responsible</b>	<b>Monitoring and Evaluation</b>	<b>Cost</b>
Sept 16	JE – Deputy Vice Principal	<ul style="list-style-type: none"> <li>Learning Walks/MTQT</li> <li>Work scrutiny</li> <li>Staff voice</li> <li>Data analysis</li> </ul>	£5,654
<b>Action:</b> To develop pupils’ resilience and mindfulness			

**Rationale:** ‘mindfulness interventions can improve the mental, emotional, social and physical health and wellbeing of young people who take part...it has been shown to reduce stress, anxiety, reactivity and bad behaviour, improve sleep and self-esteem, and bring about greater calmness, relaxation, the ability to manage behaviour and emotions, self-awareness and empathy. Mindfulness can [also] contribute directly to the development of cognitive and performance skills and executive function’ **Katherine Weare** (*Evidence for the Impact of Mindfulness on Children and Young People* )

**Success Criteria:**

- Improved emotional and social skills
- Improved attendance and punctuality to form

<b>Date</b>	<b>Staff Responsible</b>	<b>Monitoring and Evaluation</b>	<b>Cost</b>
Sept 16	VO – Mindfulness Co-ordinator  PPY – Assistant Vice Principal	<ul style="list-style-type: none"> <li>▪ Pupil voice</li> <li>▪ Staff feedback</li> <li>▪ Fewer referrals to the safeguarding officer/ school counsellor</li> </ul>	£6,357

**Action:** To support the learning of vulnerable groups

**Rationale:** Targeted support for homework and learning activities. ‘The impact of homework on learning is consistently positive (leading to on average five months’ additional progress)’ **EEF**

**Success Criteria:**

- Increase in pupils completing homework activities (in the library and learning services)
- Increase in number of pupils using specific software packages

<b>Date</b>	<b>Staff Responsible</b>	<b>Monitoring and Evaluation</b>	<b>Cost</b>
Sept 16	FF – Librarian SM- SENCo SB – Deputy Vice Principal	<ul style="list-style-type: none"> <li>▪ Homework completion assessed via half termly EBH analysis</li> <li>▪ Impact of software packages analysed by number of pupils logging on</li> <li>▪ Pupil/parent and staff voice</li> </ul>	Homework/Library – £3,360  Software packages :  Lexia - £1,460  Doodle - £5,300  Show my homework - £2, 378  Total: £9,138