



1. Review of expenditure			
Previous Academic Year		2016-17 (£29 060 allocated)	
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)
Teachers have clear data and responsibility for tracking and improving the progress of PP children	Development of new pupil tracking system and improved data sharing.	Teachers attending Pupil Progress Meetings able to identify PP children & explore / explain their progress. Less reliance on SLT to provide this information. PP children now identified on planning & specific activities / interventions given.	This will continue as we take on more reliable assessment / tracking forms (FFT / Tracking Grid / Star Assessments). We will also invest in PIRA & PUMA Tests to provide standardised scores in written tests at regular intervals (moving on from Rising Stars – no standardised scores from half-termly assessments).
As above	Regular pupil progress meetings to discuss impact of strategies	As above	As above

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)
PP children who are not making required progress are identified and the gaps in their learning are re-taught	Use of HLTA and TAs to run intervention groups	The level of attainment in PP children improved through the use of focused, high quality 1:1 interventions.	This approach will continue this year. Teachers have identified PP children's needs earlier and interventions have commenced in the first half of the autumn term. These interventions will have regular reviews.
All PP children have the same opportunities to experience a wide variety of activities, including outdoor learning, sport, clubs and visits	Track the engagement of PP children in the activity offered by the academy and ensure that there are no barriers to this e.g. cost	To ensure that PP children have the same chances in life, we need to ensure that they have a love of school and learning and that they experience a wide range of activities. This is aimed to finding activities that they can excel at, take pride in and develop a sense of achievement.	All PP children have had the experience of at least one additional activity. They have been exposed to a wider variety of opportunities. This will be developed this year, with the use of the Sports Coach and other external visitors. All teachers are now aware of who their PP children are & ensure that they receive extra consideration when an additional opportunity arises.

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)
Pupil support group employed to ensure all needs of families are being met	Safeguarding lead, Thrive practitioner, SENDCO and Family Centre	Thrive approach and use of parent support had noticeable impact on all children in MHA. Attendance concerns addressed earlier, emotional impacts on learning addressed, parents using school as an access to early interventions.	Due to staff re-organisation and re-deployment, Thrive practitioner position has been suspended & parent support worker role diminished. The bid for the Family Centre & School Councillor (Trauma Approach) has been submitted as we are very aware of the impact that these roles have on the children and the wider community. MHA has joined Operation Encompass to make sure that school has immediate information about domestic abuse incidents that may have an impact on our children.
Strategies to support PP children are shared and developed on a Trust level	Appoint a PP Champion who will meet and work with other Aspire PP Champions to develop best practice. This role will also work with the Sports Lead to increase participation.	Monitoring visits to other academies has highlighted a variety of approaches and examples of best practice. This is a way to share that practice and improve the academy's own interventions. Also links with other Aspire Hub academies will be important.	PP Champion new in role and is already having an impact in her role. This will continue as she has regular training & development to gather further examples of best practice & develops her role of monitoring the PP children's development. The Sports Lead now has support – the Sports Apprentice from last year has been appointed to a permanent position as the role of sport in developing our children's confidence, love of learning & support in core skills has been realised.