

6. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Action	Intended outcome	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)	Cost
Selected staff to participate in the Transforming Teaching programme	Improvement in quality of educational provision for students through better quality teaching and learning	<p>5 staff trained as Teacher Educators (TEDs) with a focus on instructional coaching. All developed their teaching practice and coaching practice as a result of the training. Next year they will coach other staff to improve teacher effectiveness.</p> <p>Staff who attended HLT sessions have deeper understanding of the cognitive science behind learning. They also had opportunities to reflect on their practice and practise deliberate strategies and techniques that can be used within their classrooms such as effective modelling. Improved standard of lesson planning for all students by these staff.</p>	This is a two year programme and this will continue this into 2020/21. Staff on the programme during the first year will now work as Lead Teacher Educators (now 3 members of staff) coaching and leading on Teaching and Learning within school.	

<p>Regular and intensive programme of CPD for all staff designed to meet areas for development within classroom practice.</p>	<p>All staff are consistently good in their classroom practice thereby ensuring good progress for all students</p>	<p>CPD sessions informed by diagnosed needs from QA activities. Sessions focused on climate for learning, high expectations and then break out groups for planning, modelling and further climate for learning.</p> <p>Staff placed onto support plans were halted due to Covid-19. Improvements were seen.</p> <p>A number of staff completed their NPQML projects successfully which demonstrated an impact on the progress of students involved.</p>	<p>Teaching and learning vision established with a full CPD calendar for 2020/21 focusing on needs diagnosed from QA activities:</p> <p><b>The science of learning:</b></p> <p>Considering how students learn and transfer knowledge from their working memory into their long term memory, and the implications of this for planning.</p> <p><b>Rosenshine's Principles of Instruction:</b></p> <p>Considering the practical implications for teachers of effective instruction.</p> <p><b>Responsive Teaching</b></p> <p>Considering how to effectively check for understanding and identifying what students already know, in order to plan and sequence learning based on the knowledge that we hope they will gain.</p> <p>CPD sessions to take place more frequently (1 hour every week).</p> <p>Personal development CPD sessions included within the CPD calendar to deliver training based on specific content in the curriculum (including Proud Trust, Afruca, Kids of Colour, Mothers Against Violence)</p> <p>A number of staff are undertaking NPQML/SL and Teacher Educator Fellowship.</p>	
---	--	---	--	--

<p>Joint PPA time to be used in each faculty to develop subject specific strategies to improve teaching and learning</p>	<p>All staff are consistently good in their classroom practice thereby ensuring good progress for all students</p>	<p>Curriculum designs have been heavily developed to ensure they are now robust and sequentially mapped.</p> <p>Opportunity for subject specific CPD which has developed expertise.</p>	<p>Opportunities for quick QA activities to diagnose needs early are calendared. Faculty leaders to ensure these are implemented effectively within lessons and QA this jointly with SLT links.</p>	
<p>NQT and RQT programme</p>	<p>Early career stage teachers are supported to be strong practitioners in the classroom</p>	<p>All NQTs successfully completed their NQT year.</p> <p>All RQTs participated in the transforming teaching programme. All also participated in Cross Trust RQT sessions however the research project was abandoned due to Covid-19.</p>	<p>TEMA is partnering with Ambition Institute's ECF pilot scheme for 2020-21/22 for new NQTs (beginning in September 2020). This will compliment TEMA's internal NQT induction programme.</p> <p>Staff who are now RQTs in September 2020 will continue to receive subject mentor support for term 1 due to missing this as a result of Covid-19.</p>	
<p>Cross Trust and Collaborative CPD Programme</p>	<p>All staff are consistently good in their classroom practice thereby ensuring good progress for all students</p>	<p>Cross Trust RQT Network attended by all TEMA RQTs, however this programme was incomplete due to Covid-19.</p> <p>Cross Trust training day focused on subject specific CPD requirements to develop teaching staff's expertise within their subject.</p> <p>Jen Winters from Whalley Range High School seconded to TEMA 2 days per week and oversaw the NQT programme. However, did not have long in in this role due to maternity leave and Covid-19.</p>	<p>Jen Winters to lead on NQT/ECF induction programme and develop Teaching and Learning within Geography with MGI.</p>	

<p>Overstaffing in almost all departments to allow joint practice development</p>	<p>All staff are consistently good in their classroom practice thereby ensuring good progress for all students</p>	<p>Staff placed onto support plans were halted due to Covid-19.</p>	<p>Teacher Educators to work to develop Teaching and Learning across the academy.</p> <p>Joint QA opportunities to continue.</p>	<p>Total £210,000</p>
---	--	---	--	---------------------------

<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Off-site provision	Sustaining the higher standard of behaviour across the whole school	AP Providers were used effectively to avoid permanent exclusion and also to support students in a smaller group setting whilst an EHCP process is completed.	The number of AP providers commissioned by the school this year has been reduced to three. AP providers are commissioned based on their ability to provide for the needs of the student.	
STAR Centre	Provide high intensity nurture group support for students at risk of exclusion from the mainstream.	The STAR Centre has been decommissioned in order to bring students back into the mainstream environment. This intervention reduced exclusions in the short term but is not a long term solution for these students.	Nurture style support is best offered within the context of the mainstream setting and will be targeted at Year 7 and 8 moving forward. Students who were attending the STAR Centre in older year groups are being supported in their transition back to mainstream with a variety of interventions.	

<p>Commission the services of One Education to support the completion of documentation for legal proceedings for irregular attendance.</p>	<p>Improve attendance and ensure a consistent approach to managing and challenging persistent absence. All documentation will be submitted to the Local Authority on time to enable proceedings to go ahead. Legal proceedings are a strategy to support improved attendance where alternative supportive intervention fail.</p>	<p>10 days attendance support commissioned from KD Safeguarding to prepare legal documentation for penalty notice and prosecution action with regards to irregular attendance.</p> <p>A consistent approach to legal action was adopted with documentation submitted to the Local Authority on time to enable proceedings to go ahead.</p> <p>Unfortunately, due to the changes to school attendance legislation arising from the CoronaVirus Act 2020, all legal proceedings were withdrawn by the Local Authority in March 2020.</p>	<p>This approach was efficient and productive in meeting all of the targets set by the Local Authority.</p>	<p>£3000</p> <p>Reduced due to Covid 19</p>
--	--	--	---	---

<p>Parental communication relating to the importance of attendance.</p>	<p>Important messages are shared to enable parents/carers to follow school procedures and be clear about action that will be taken where attendance is a concern.</p>	<p>The Transforming Attendance leaflet was created offering greater clarity around school expectations and procedures including the consequences of irregular attendance at school.</p> <p>Half-termly banding letters were generated in Autumn Term 2019 and sent to all families advising of their child's attendance percentage.</p>	<p>The information shared with parents generated productive telephone calls to discuss school attendance. The documentation can also be used as evidence for legal procedures. This is good practice and should be continued.</p>	<p>£5000</p> <p>Reduced due to Covid 19</p>
<p>Translation of key attendance letters into community languages.</p>	<p>Important messages are shared to enable parents/carers to follow school procedures and be clear about action that will be taken where attendance is a concern</p>	<p>This action was not completed due to Covid 19</p>		

<p>Employ an Emotional Health &amp; Wellbeing Officer to support students in school.</p>	<p>To identify students in need of support at an early stage. To deliver a wide range of strategies to support their emotional health and well-being, engagement with learning and to maintain attendance.</p>	<p>This action was not completed due to Covid 19</p>		
<p>Increase the commission for the school counselling service.</p>	<p>To reduce the waiting list for students to see the counsellors and to provided support at an earlier stage. To increase the number of students that can access group work delivered by the counsellors.</p>	<p>This action was not completed due to Covid 19</p>		



Attendance officers	Sustained high rates of attendance	This action was not completed due to Covid 19		
MUFC Foundation	Provide high intensity mentoring support for students at risk of exclusion from the mainstream.	The MUFC foundation has been successful in supporting students and improving engagement in school.	This will continue this year.	
Teens and Toddlers	Provide high intensity mentoring support and work based placement for students at risk of exclusion from the mainstream.	This was successful in supporting students and improving engagement in school. The numbers of fixed term exclusions for students in the cohort selected decreased from the equivalent period in Year 8. Likewise the number of behaviour incidents for this cohort also decreased following their time on the programme.	This will continue this year	

City Pathways	Provide high intensity mentoring support and work based placement for students at risk of exclusion from the mainstream.	<p>This was successful in supporting students and improving engagement in school.</p> <p>All students completed the programme and there was a significant reduction in the number of fixed term exclusions and behaviour incidents for the students involved in the programme.</p> <p>Students reported that it was a positive experience and were able to build positive relationships with both the staff from MCFC and TEMA staff who attend.</p>	This will continue this year. Selection for the programme this year was altered to take into account vulnerability factors in relation to Adverse Childhood Experiences and exposure to trauma.	
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Provide funds to ensure all students can attend Educational and extra curricular visits	Access to School Trips and Residential visits	<p>Removing the cost barrier for families meant that access to trips and visits was equitable.</p> <p>Many trips and visits had to be cancelled due to the lockdown of school.</p>	Access to enrichment is now a part of the mainstream offer for all students at KS3. A calendar of trips and visits for all students is timetabled for each year group. Every student receives a standard enrichment offer.	
Peripatetic music lessons	Access to music tuition			

<p>A range of extra-curricular opportunities at lunchtimes, college/employer visits, peer mentoring, external visits and trips. Further social and emotional learning through digital technology, one-to-one coaching, sport and music</p>	<p>Improved access to enrichment opportunities to support learning and personal development</p>	<p>Students were able to access a variety of opportunities during the school day so that willingness to stay behind after school was not a factor in participation.</p> <p>Due to lockdown some of this programme did not take place fully.</p>	<p>Access to enrichment is now a part of the mainstream offer for all students at KS3 to ensure full coverage for all students. A calendar of trips and visits for all students is timetabled for each year group.</p>	
<p><b>iv. Action during Covid lockdown</b></p>				
<p>Weekly work packs delivered to students, due to the majority of students being unable to access the internet and/or a computer. These work packs contained work from each subject that was in line with the schemes of learning</p>	<p>Ensure all students could complete work whilst the Academy was closed and therefore they do not fall behind their peers</p>	<p>Every student received weekly work packs during the lockdown period. Feedback from parents and students was very positive and appreciative.</p>	<p>The weekly work packs were well received, we are therefore producing a half termly work pack that will contain home learning for each half term. These work packs will cover work that has been taught in lessons, to enable students to complete meaningful work at home to support their classwork. Also, these can be used if any bubbles are to be sent home</p>	

<p>Asda vouchers were purchased and issued to families that were unable to access their free school meals, to ensure they could provide meals</p>				
<p>Summer school for vulnerable year 6 students</p>	<p>To ensure the most vulnerable students have a successful transition into year 7. To identify the students that are in the most need of support and to allow intervention and support to be planned and delivered.</p>	<p>We have conducted a student and parent survey to gauge the impact. The results of both indicate that summer school 2020 has helped to <b>improve</b> the children's transition by <b>reducing their anxieties</b> about starting in September and enabling some <b>excitement</b> about starting TEMA. The parental survey rated summer school as <b>4.77/5</b> and the student survey rated summer school as <b>4.67/5</b>.</p>	<p>Ensure that programme is wide enough for all incoming students.</p>	
			<p><b>Total budgeted cost</b></p>	<p><b>570,000</b></p>