



Planned expenditure					
Academic year	2018-19				
Barrier to Learning	Chosen action / approach	What is the evidence and rationale for this choice?	Intended outcomes and action Monitoring	Staff Lead	Cost
Reading ages being below and in some cases significantly below their chronological age. Attainment in reading writing and maths of more able, disadvantaged learners	Development of Accelerated Reader across the Academy	AR has been recognised as having a 'positive effect on participating pupils' progress' (Siddiqui, Gorard & See 2016). The competition element of the program and teachers monitoring pupils' progress towards set targets will ensure pupils' engagement. Reading Comprehension Strategies: additional 6 months progress https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	With the increase in reading age of the current GCSE. It has been identified by Renaissance Learning in a research project with Year 10 and 11 pupils across the U, that their actual reading ages were on average at least five years below their chronological age. This therefore not at a sufficient level to effectively comprehend the GCSE exam materials. On-going: September - July	RJ	£5193
Low aspirations / low learner self-regard/ Emotional difficulties	Timetables Rockstars	Charlie director of the National Centre for Excellence in the Teaching of Mathematics states 'It is not the learning of times tables that is causing anxiety but rather it is lack of times table knowledge that is causing the anxiety'. https://www.tes.com/news/it-wrong-tell-children-they-do-not-need-memorise-their-times-tables The constant practice of a times tables allows the pupils to measure their progress whilst the competition element ensures that pupils are engaged and enthused to put maximum effort into their work. Knowing times tables allows quick progress towards conceptual ideas.	Pupils have a score which will increase weekly and a variation of different times tables to practice. Pupils will be made aware of their progress on a regular basis. On- going: September – July	ST/RA	£50



Attainment in reading, writing and maths of more able, disadvantaged learners	Mathematics Challenge	Pupils will have access to a maths challenge to enhance the pupils learning and rewards the pupils who are achieving in mathematics. This will push the more able pupils.	Pupils will have access to problem solving questions and this will help with the increase of worded problems in the GCSE. On-going: November and February	ST	£200
Low aspirations / low learner self-regard/ Emotional difficulties	Magnificent Mathematicians.	Each fortnight pupils are nominated to be praised and their names go on a board in the maths department. This allows pupils to increase their confidence in mathematics/	Pupils are being recognised for working hard and achieve instead of getting a high examination result. Pupils who are confident will achieve higher grades. Hannula and Malmivuori (1996) research showed that 'mathematical beliefs' and 'self-confidence' correlated statistically significantly with success in the mathematics tests.	ST	£0
Attainment in reading writing and maths of more able, disadvantaged learners	Numeracy Across the Curriculum	Department to increase numeracy across the curriculum with a standardised display for each room. This will allow the correct mathematics to be used in each lesson across the school. SPAG.com and First News	Pupils do not see the importance of mathematics outside of the maths room. The realisation that mathematics can be used in all subjects will help increase problem solving abilities and build confidence in the subject. On-going: September - July	LB	£3471
Attainment in reading writing and maths of more able, disadvantaged learners	Mymaths	Mymaths allows pupils to revise and improve their mathematics outside of the classroom in an engaging and interactive way.	Pupils are able to take charge of their own learning and improve independence across the cohort.	RA	



<p>Attainment in reading writing and maths of more able, disadvantaged learners</p>	<p>Teaching for Mastery</p>	<p>There is key evidence that teaching for maths mastery is an approach which allows pupils to make rapid and measureable progress in mathematics. Recently I completed part of a Masters Course investigating the impact of mastery and I have also visited a lot of schools which are using teaching for mastery. I am Currently part of the Second Year Cohort for Teaching for Mastery as part of Mathshub. This will ensure that our pupils are given the correct materials and the teachers the correct training to use some of the mastery techniques. This course comes with funding for new equipment around £1500 mark.</p>	<p>Improve outcomes in maths especially for lower ability, high ability and additional needs .</p> <p>On-going: September – July</p>	<p>ST</p>	<p>£2000</p>
<p>Additional timetabled support from Maths and English specialist teachers.</p>	<p>Teaching English Teaching Maths</p>	<p>To provide high quality Maths and English teaching to pupils</p>	<p>Improve outcomes in English and maths especially for lower ability, high ability and additional needs via smaller group sizes and additional timetabled lessons.</p> <p>On-going: September – July</p>	<p>English Maths</p>	<p>£4000 £4000</p>



St Edward's
Church of England
Academy



St Edward's
Church of England
Academy