Impact	Lead	Actions	Monitoring (how and when)	Evaluation
IMPROVING PROGRESS Improve Numeracy skills	HBA	Link to SIDP Objective 3 – Develop Highly Effective Additional Support for specific students through the use of	Personalised learning checklists for each intervention pupil. Tested 6x	
		Additional Funds.	during the course of the year.	
		<ul> <li>Intervention by TLE during, and in addition to, lesson time to ensure very low ability students in Years 7 – 9 are supported to move forwards.</li> </ul>	TLE individual pupil tracking sheets. Pupil questionnaires.	
	TLE	• Intervention programme based on Assess-Plan-Teach to ensure gaps are plugged in order for pupils to make faster progress towards expected standard.	Department tracking – end of term tests and TLE SEN tracking.	
T & L IN MATHS Raise standards of		Link to SIDP Objective 1 – Embed Outstanding Teaching and Learning across the school.		
teaching and learning in Maths to minimise pockets of underperformance.		• Play a full and active role in departmental peer observation programme.	Observation schedule.	
		• Champion the implementation of PiXL PLCs in the Maths department to support effective assessment to identify gaps and plan more purposeful lessons.	Evidence of PLCs – book scrutiny.	
		<ul> <li>Sharing best practice (focus KS4 exam questions) to become a standard agenda item at Department meetings.</li> </ul>	Minutes of Department meetings.	
NPQSL HBA to successfully	HBA	HBA to attend all face to face sessions.	Face to face days will monitor if NPQSL is on track to be successfully	First face to face day
obtain NPQSL qualification.		Online training and research to be completed.	completed.	06/11/19
Pupils' outcomes improved.		Project to be completed, and evaluated.		
Skills of team developed.		Written assessment to be submitted along with all supporting documents.		
NTTC 'GO-TO MATHS SPECIALIST'	НВА	<ul> <li>HBA to host two subject specialist days at APHS for all NTTC Maths trainees.</li> </ul>	Feedback from evaluation sheet completed by trainees attending the days.	

Share expertise and deliver high quality INSET to Maths trainees.			
MATHS IN CONTEXT Improved attainment in Maths at GCSE level (18% increase overall on those questions framed in a financial context.) Improved ability of pupils to manage money more effectively and to make informed financial choices.	НВА	<ul> <li>Continue to follow the Maths in Context programme - teaching pupils Maths in 'real world' financial contexts. 12 lessons over the course of the year.</li> <li>Develop this strategy and promote trust-wide as and when materials become available.</li> </ul>	This project is led by the University of Nottingham, in partnership with the Education Endowment Foundation & Money Advice Service. Evaluation is continuing to take place. Exam results 2019 will be evaluated to show impact – PENDING.
<b>FINANCIAL EDUCATION</b> Ensure the delivery of quality financial education at APHS, at both KS3 and KS4 (primarily Years 8 and 10). Centre of Excellence for the delivery of financial education award achieved by July 2021.	HBA	<ul> <li>Apply online (from Sep 2019) to become a Young Enterprise (formerly PFEG) Centre of Excellence for delivery of financial education. This award takes approximately three terms to achieve, from acceptance.</li> <li>HBA to attend Centre of Excellence Conference, Birmingham NEC.</li> </ul>	If application is accepted, there are workshops and training available as well as consultancy support.
PEER TUTORING 16 Year 7 and 8 pupils successfully complete	HBA	Continue to run successful peer tutoring programme during registration time.	Numeracy leaders to keep a weekly record of skills mastered.
'Power of 2' intervention course to improve their basic Numeracy skills. Add 5 months progress – EEF toolkit	TLE	<ul> <li>Numeracy Leaders trained.</li> <li>TLE to oversee Y9 and 10 Numeracy Leaders working with low ability Year 7 and 8 pupils twice weekly during tutor time.</li> <li>Complete 'Power of 2' course specifically designed to develop Maths skills at the appropriate level.</li> </ul>	TLE to oversee fortnightly. Departmental tracking - end of term assessment result Pupil questionnaires.

95% of pupils taking part in the 'peer coaching' programme to make an improvement of at least 6 months on their Maths ages between Autumn and Summer term PUMA tests.			
<b><u>PiXL Maths</u></b> Assessment and data drive precision teaching and high quality intervention so that students make 'red hot' progress.	HBA	<ul> <li>Link to SIDP Objective 1 – Embed Outstanding Teaching and Learning across the school.</li> <li>Attend PiXL Maths meeting.</li> <li>Fully familiarise myself with appropriate PiXL strategies and resources from a Maths perspective and disseminate this knowledge to Maths Department.</li> <li>Encourage all Maths department staff to be on board with PiXL as a tool for promoting engagement and raising achievement in Maths.</li> <li>Oversee and monitor use of the PiXL Maths App.</li> <li>PiXL PLCs implemented to support effective assessment at KS4 to identify gaps and plan more purposeful lessons.</li> <li>Facilitate effective PiXL tracking and appropriate intervention.</li> </ul>	All members of the Maths Dept. to have attended a PiXL Maths conference. Key Stage 4 students to be regularly using PiXL Maths App. Evidence of PLCs in students' books.