**How do I make an impact with 2 hours a week?**

Ruth Powley

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objectives** | **Actions, Responsibility & Resources** | **Time implications** | **Outcomes/ Success Criteria** | **Monitoring** |
| Use data to track more able pupil performance | Arrange a meeting with your line manager/ SLT Link and the Data Manager to address the following questions:  What is your cohort?  What are the targets for this cohort?  What monitoring data will you receive?  How often?  How will you fit into the school’s tracking programme?  How will you measure impact? | 50 minutes for original meeting  3 hours every half term/ term depending on how often you get monitoring data to analyse the data  *Total after initial meeting: 3 hours per half term or term in 1 block* | Monitoring shows that more able pupils are making good progress and gaps between groups of more able pupils are narrowing | Through half termly or termly monitoring of pupil data |
| Target interventions to address underachievement | From your analysis of data:  Where are the learning gaps?  Where are the learning strengths?  What strategies can be put in place to improve achievement?  How will you fit into the school’s intervention programme?  How will you measure impact?  What was the impact of the last round of interventions?  What does this tell you about what is working? | Half termly/ meeting in response to data  *Total: 1 meeting per half term* | Interventions effectively address underperformance with measurable outcomes | Through review of impact at next monitoring stage |
| Ensure that more able pupils receive high quality teaching | Meet with the teaching and learning lead to discuss how you fit into:  Resources & CPD  Coaching Programme  T&L Working Parties  Pupil Voice  Sharing Good Practice  Work Scrutiny  Self Review  Lesson Observations | 50 minutes for meeting. 2 hours to do/ analyse pupil voice activity  Update through regular line management meeting  *Total after initial meeting: 2 hours & any CPD you choose to do* | Lesson observations, more able pupil voice and monitoring data show that more able pupils are being stretched in lessons | Lesson observations  More able pupil voice  Monitoring data |
| Grow resilient & effective more able learners | Meeting with line manager/ SLT Link to discuss strategies:  More Able Assemblies  Scholarship Forms  ICE Rewards  Learning Contracts  Independent Skills Learning Log | 50 minutes for meeting & regular line management meetings to support implementation  1 hour to analyse optional staff voice  2 hours to do/ analyse pupil and staff voice evaluation at end of year  Form time  *Total after initial meeting: Form time, regular line management meeting & 3 hours over year* | Pupil and staff voice evaluation indicates that pupils are learning more effectively | End of year evaluation |
| Ensure access to a rich curriculum | Meeting above with line manager/ SLT link to discuss strategies | Regular line management meetings to support implementation + ongoing time to arrange events  Use pupil voice activity above  *Total: Time committed to arrange events* | Use pupil voice evaluation above  Destination Data for more able pupils show that they are making ambitious and appropriate choices | End of year evaluation  Destination Data |