

3-year long-term pupil premium strategy template

This template is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It can be used instead of, or alongside, a one-year strategy.

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to our school development plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and a focus on improving outcomes.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring 'outstanding' teaching and learning in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Reading and spelling outcomes	Poor attendance
Poor language and communication skills	Emotional needs and self-esteem
'Outstanding' teaching not present in every classroom	Lack of parental engagement
Intervention support given not always as targeted and effective as possible.	

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaptation

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. This focussed approach ensures the best chance of success for each intervention.

Quality of teaching

1. Encouraging self-led professional development: self-assessment of CPD needs for all staff and training opportunities matched to these.
2. A more rigorous and ambitious approach to teaching reading ensuring outstanding practise in every class.
3. Develop an ambitious curriculum to ensure all children have increased cultural capital and vocabulary.

Targeted academic support

1. Structured interventions: Talkboost, targeted phonics interventions, Nessie dyslexia screening and intervention
2. Smaller class teaching for English and maths in upper Key Stage 2.

3. Daily targeted individual reading with disadvantaged pupils.

Wider strategies

1. Parental engagement: termly my-plan reviews, parental information evenings, new website and target tracker for Reception, new curriculum designed with parental engagement opportunities.
2. Attendance: strong anti-bullying and behaviour policy, development of curriculum to ensure engagement, weekly attendance rewards and termly reports to parents, information leaflets and evenings for parents, financial support e.g. trips, breakfast club
3. Emotional well-being and self-esteem: emotion coaching whole school approach, yoga for mindfulness whole school, targeted intervention e.g. Make me a Superhero, emotion coaching, counselling and play therapy

Full planning details for interventions are outlined in the [‘Intervention planning in full’](#) section.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

The progress of pupils in receipt of the PPG is regularly discussed with teachers at pupil progress termly meetings and their progress is checked at the end of each intervention to see progress from their baseline and towards their end of year target.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Headteacher is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant’s impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website.

The Local Governing Body will monitor the school’s strategy for using the pupil premium on an annual basis as well as scrutinising the attainment and progress of disadvantaged pupils.

Our funding

Funding summary: Year 1					
Total number of pupils	97	PPG received per pupil	£2300 × 3 £1,320 all others	Indicative PPG as advised in School Budget Statement	£21,420
		Number of pupils eligible for PPG	13	Actual PPG budget	£21,420
Funding estimate: Year 2					
Estimated pupil numbers	100				
Estimated number of pupils eligible for PPG	15				
Estimated funding	£21,760				
Funding estimate: Year 3					
Estimated pupil numbers	100				
Estimated number of pupils eligible for PPG	15				
Estimated funding	£20,780				

Intervention planning in full

Intervention:	1. Encouraging self-led professional development: self-assessment of CPD needs for all staff and training opportunities matched to these.		
Category:	Quality of teaching		
Intended outcomes:	Improve the quality of teaching and have an 'outstanding' teacher in every classroom by the end of year 3	Success criteria:	Every teacher has been judged 'outstanding' by internal assessment
Staff lead:	Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>CPD priorities will be identified during performance management and training/support will be provided according to these targets.</p> <p>Subject knowledge development will be an integral part of new curriculum implementation and self-audits of subject knowledge will inform training and CPD.</p> <p>Teaching assistants will be offered opportunity for training and development in line with the interventions they are running to ensure consistent and good quality implementation.</p> <p>Teaching assistants will all be trained to NVQ level 2 and above.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>All teaching assistants will be trained to NVQ level 3 and above.</p> <p>Subject knowledge development will continue based on self-evaluation of school and subjects and teachers self-audit.</p> <p>CPD priorities will be identified during performance management and training/support will be provided according to these targets.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Subject knowledge development will continue based on self-evaluation of school and subjects and teachers self-audit.</p> <p>CPD priorities will be identified during performance management and training/support will be provided according to these targets.</p>

Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£700	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£700	Year 3	£700
	Total anticipated expenditure:	£2100				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£

			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	1. A more rigorous and ambitious approach to teaching reading ensuring outstanding practise in every class.		
Category:	Quality of teaching		
Intended outcomes:	Improve the quality of teaching and have an 'outstanding' teacher in every classroom by the end of year 3	Success criteria:	Every teacher has been judged 'outstanding' by internal assessment
Staff lead:	Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Create whole school long term plan for challenging and ambitious texts to be shared in each year group through reading lessons, story sharing, continuous provision and models for writing.</p> <p>Weekly plan for teaching of reading includes opportunities for sharing complex texts, coverage of all national curriculum expectations, teaching of Tier 2 vocabulary and encouraging a love of reading through discussion and sharing of books.</p> <p>Create long term plan for reading in line with age-related expectations for each year group, allowing opportunity for retrieval, recall and application of concepts and vocabulary.</p> <p>Teachers confident in identifying Tier 2 vocabulary and in the school's principles for teaching of reading and how to achieve these.</p> <p>Tier 2 vocabulary on display in all classrooms and used by children during writing and reading lessons.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Whole school long term plan continues to be implemented across the whole school.</p> <p>Self-evaluation of reading will inform planning to ensure implementation across the school is consistent and effective.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Whole school long term plan continues to be implemented across the whole school.</p> <p>Self-evaluation of reading will inform planning to ensure implementation across the school is consistent and effective.</p>

	Long term plans for foundation subjects include teaching and assessment of related vocabulary and challenging texts are linked to all areas of the curriculum.		
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£500	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£500	Year 3	£500
	Total anticipated expenditure:	£1500				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	1. Develop an ambitious curriculum to ensure all children have increased cultural capital and vocabulary.		
Category:	Quality of teaching		
Intended outcomes:	Improve the quality of teaching and have an 'outstanding' teacher in every classroom by the end of year 3	Success criteria:	Every teacher has been judged 'outstanding' by internal assessment
Staff lead:	Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Adapt curriculum to ensure learners have chance to apply and recall knowledge so they remember in the long term the content they have been taught and have chance to integrate new knowledge into larger concepts.</p> <p>Develop assessment system for foundation subjects to ensure teaching is adapted to impact on learning as a result.</p> <p>Subject leads for geography, history, science, PE, PSHE, RE and computing to design an ambitious vision for their subject.</p> <p>Rolling programme of subject lead time to ensure they are involved in development of an ambitious vision and plan for their subject, supported by appropriate CPD.</p> <p>Subject leads develop a vision and curriculum plan for their subject, ensuring resources and materials are up to date.</p> <p>Subject leads for geography, history, science, PE, PSHE, RE to design an ambitious vision for their subject.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Subject leads for art, design and technology, computing, modern foreign languages and music to design an ambitious vision for their subject and develop their subject in line with the previous year's objectives.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Self-evaluation for each subject informs further planning and development as well ensuring consistent implementation across the school.</p>

	Long term plans for foundation subjects include teaching and assessment of related vocabulary and challenging texts are linked to all areas of the curriculum.		
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£3,150	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£2,250	Year 3	£1,800
	Total anticipated expenditure:	£12,600				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	I. Structured interventions: Talkboost, targeted phonics interventions, Nessie dyslexia screening and intervention		
Category:	Targeted academic support		
Intended outcomes:	Closing the attainment gap between disadvantaged pupils and their peers	Success criteria:	The gap between PP children and their peers has decreased.
Staff lead:	Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Phonics taught daily from the first day in EYFS and year 1 in line with school long term plan.</p> <p>Assessment week at the end of each short term to identify children who have not learned all the sounds and common exception words taught so far – personalised interventions planned accordingly.</p> <p>Personal interventions taught by phonics trained TA based on personal gaps in learning.</p> <p>Children who passed phonics screening at the end of year 1 with a score of 35 or less, receive personal intervention based on their gaps in learning during Autumn term.</p> <p>CPD for SENCo and phonics trained TA on teaching of reading to children who do not achieve through the teaching of phonics.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Continued implementation of Talkboost, phonics interventions and Nessie dyslexia interventions if they are shown to have a positive impact during the review.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Continued implementation of Talkboost, phonics interventions and Nessie dyslexia interventions if they are shown to have a positive impact during the review.</p>

	<p>Talkboost training for teachers and TAs. Talkboost assessment carried out for all children in EYFS and Year 1. Trained TA carries out weekly Talkboost intervention (3 x 30 mins) based on assessments. 6 weekly review of Talkboost intervention in line with MyPlan reviews. Nessie dyslexia screening carried out with all children in year 3 who were not work at age-related expectations at the end of Key Stage 1. Nessie dyslexia screening carried out with all children in year 4 upwards who have been identified as not working at age-related expectations for writing, spelling or handwriting. Personalised Nessie programme implemented for children who are identified as needing intervention. 6 weekly review of Nessie interventions carried out in line with MyPlan reviews.</p>		
<p>Light-touch review notes</p>	<p>Annual review notes:</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>

<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£3726</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/></p>
			<p>Year 2</p>	<p>£3726</p>	<p>Year 3</p>	<p>£3726</p>
	<p>Total anticipated expenditure:</p>	<p>£11,178</p>				
<p>Actual expenditure</p>	<p>Year 1</p>	<p>£</p>	<p>Year 2</p>	<p>£</p>	<p>Year 3</p>	<p>£</p>
			<p>Did expenditure increase, decrease or remain the same?</p>	<p>Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/></p>	<p>Did expenditure increase, decrease or remain the same?</p>	<p>Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/></p>
	<p>Total actual expenditure:</p>	<p>£</p>				

Intervention:	Smaller class teaching for English and maths in upper Key Stage 2.		
Category:	Targeted academic support		
Intended outcomes:	Closing the attainment gap between disadvantaged pupils and their peers	Success criteria:	The gap between PP children and their peers has decreased.
Staff lead:	Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Year 5 teacher employed to teach English and maths weekly, meaning year 5 and 6 are taught in a smaller class of a maximum of 15 children during the autumn and spring terms.</p> <p>Year 5 teacher to be included in staff meeting, curriculum development, INSETs and CPD opportunities.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Continued use of year 5 teacher if impact is maintained on end of Key Stage 2 progress and attainment.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Continued use of year 5 teacher if impact is maintained on end of Key Stage 2 progress and attainment.</p>

Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£7,036	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£7,036	Year 3	£7,036
	Total anticipated expenditure:	£21,108				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£

			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Daily targeted individual reading with disadvantaged pupils.		
Category:	Targeted academic support		
Intended outcomes:	Closing the attainment gap between disadvantaged pupils and their peers	Success criteria:	The gap between PP children and their peers has decreased.
Staff lead:	Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Children who are not reading 4 times a week at home, pupil premium children and those who are working towards or at risk of working towards age-related expectations are supported through daily reading with adults in school.</p> <p>TA time daily to read with children on daily reader list.</p> <p>Volunteer readers read with children on daily reader list.</p> <p>TAs and volunteers given training to ensure challenge and support to children on reading list is given effectively.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Continued use of daily reader list in line with year 1.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Continued use of daily reader list in line with year 1.</p>
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£2,528	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£2,528	Year 3	£2,528
	Total anticipated expenditure:	£7,584				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Parental engagement: termly my-plan reviews, parental information evenings, new website and target tracker for Reception, new curriculum designed with parental engagement opportunities.		
Category:	Wider strategies		
Intended outcomes:	PP parents are engaged with the school and this impacts on children's attendance and attainment.	Success criteria:	PP children's attendance and attainment gap with their peers is decreased.
Staff lead:	Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Ensure all PP parents attend parents evenings, MyPlan reviews and TAC meetings.</p> <p>Ensure parental information evenings take place at a time that is accessible to PP parents and they are therefore able to attend.</p> <p>Develop new website to ensure consistent communication with PP parents, up to date calendar to increase likelihood of attendance at events and weekly blog to engage PP parents with school life.</p> <p>Target Tracker link for Reception parents and termly open afternoons to ensure positive engagement of all parents from the start of their time at Whiteshill.</p> <p>Design parental engagement into new curriculum e.g. opportunities for parents to act as an audience for curriculum assemblies and presentations.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£900	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£900	Year 3	£900
	Total anticipated expenditure:	£2700				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Attendance: strong anti-bullying and behaviour policy, development of curriculum to ensure engagement, weekly attendance rewards and termly reports to parents, information leaflets and evenings for parents, financial support e.g. trips, breakfast club		
Category:	Wider strategies		
Intended outcomes:	Addressing non-academic barriers to attainment such as attendance and behaviour	Success criteria:	Gap between PP children's attendance and their peers decreases.
Staff lead:	Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>All stakeholders are aware of Anti-bullying and behaviour policies and they are implemented consistently across the school by all staff.</p> <p>Bullying and behaviour incidents involving PP children are dealt with swiftly in line with school policy.</p> <p>Development of whole curriculum in line with an ambitious vision for each subject to ensure engagement in learning for all pupils.</p> <p>Up to date attendance policy shared with all stakeholders.</p> <p>Termly reports to parents on their children's attendance and letters sent in line with policy when necessary.</p> <p>Weekly attendance stickers awarded for 100% attendance and class and whole school attendance reported in newsletter to encourage good attendance.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>[Use this space to outline your plan for implementation in year 3.]</p>

	<p>Financial support for PP children for school trips to ensure attendance and breakfast club places when necessary to support PP children's attendance at school.</p> <p>Information leaflets on attendance sent to parents and PP parents attend information evenings to ensure understanding of the importance of attendance on attainment.</p>		
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£600	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£600	Year 3	£600
	Total anticipated expenditure:	£1800				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Emotional well-being and self-esteem: emotion coaching whole school approach, yoga for mindfulness whole school, targeted intervention e.g. Make me a Superhero, emotion coaching, counselling and play therapy		
Category:	Wider strategies		
Intended outcomes:	Addressing non-academic barriers to attainment such as attendance and behaviour	Success criteria:	The attainment gap between PP children and their peers has decreased.
Staff lead:	Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>My Profile's completed for all PP children to identify needs.</p> <p>Make Me A Superhero intervention weekly – resilience, growth mindset and self-esteem.</p> <p>Emotion coaching training for all staff.</p> <p>Emotion coaching whole school approach implemented to ensure all children are able to name and identify their emotions and begin to control their reactions to negative experiences.</p> <p>Emotion coaching intervention for children identified as having a specific need.</p> <p>Yoga for Mindfulness whole class sessions across the school to develop mental well-being.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Develop whole school approach to emotion coaching to include parental engagement.</p> <p>Yoga for mindfulness weekly sessions run by teachers – use of professional to support children identified as needing support with mental wellbeing.</p> <p>Continued use of emotion coaching and Make me a Superhero intervention.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Continued use of emotion coaching whole school approach.</p> <p>Yoga for mindfulness weekly sessions run by teachers – use of professional to support children identified as needing support with mental wellbeing.</p> <p>Continued use of emotion coaching and Make me a Superhero intervention.</p>

Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£2,232	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£3,030	Year 3	£3,030
	Total anticipated expenditure:	£8,292				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				