

Diocese of Gloucester Academies Trust

3-year long-term pupil premium strategy

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
Gaps in number and calculation knowledge	Poor attendance
Gaps in spelling knowledge	Social, emotional and mental health needs.
Application of grammar in writing	Reduced cultural capital
	Self-esteem and confidence

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. Developing high quality spelling teaching, curriculum and assessment to meet the needs of pupils.
2. Developing high quality teaching of grammar and curriculum in order to meet the needs of pupils.
3. Professional development of evidence-based approach to retrieval practice.

Targeted academic support

1. Structured interventions for spelling and grammar
2. Structured interventions to close gaps in maths understanding in line with targeted assessment.
3. Teaching assistant deployment across Key Stage 2

Wider strategies

1. Supporting pupils social, emotional and mental health needs including ELSA support and lunchtime intervention.
2. Attendance support in line with policy
3. Inclusion in targeted extra-curricular activities to raise self-esteem and confidence.

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	102	PPG received per pupil	£1,385	Indicative PPG as advised in School Budget Statement	£9,695 + £2,000 recovery

					premium = £11,695
		Number of pupils eligible for PPG	7	Actual PPG budget	
Funding estimate: Year 2					
Estimated pupil numbers	101				
Estimated number of pupils eligible for PPG	6				
Estimated funding	£8,310				
Funding estimate: Year 3					
Estimated pupil numbers	101				
Estimated number of pupils eligible for PPG	6				
Estimated funding	£8,310				

Intervention planning in full

Intervention:	1. Developing high quality spelling teaching, curriculum and assessment to meet the needs of pupils.		
Category:	Quality of teaching		
Intended outcomes:	Pupils' spelling knowledge increases and does not hold them back from achieving working at age-related expectations.	Success criteria:	100% of disadvantaged children achieve working at expectations for writing at the end of Key Stage 2. The gap between disadvantaged children and their peers is narrowed in writing attainment and all make good progress.
Staff lead:	Heather Francis – English Subject Lead		
Implementation	Year 1	Year 2	Year 3
	<p>Teaching of writing is consistently in line with Whiteshill writing expectations and manageable steps spelling plans.</p> <p>Implement Jane Considine 'The Spelling Book' from year 1-6.</p> <p>3 x yearly assessments for grammar and spelling to identify gaps.</p> <p>Staff knowledge secure as a result of effective CPD.</p> <p>In class support in place and gaps in assessment are filled as a result.</p>	<p>Teaching of writing is consistently in line with Whiteshill writing expectations and manageable steps grammar and spelling plans.</p> <p>Review Jane Considine 'The Spelling Book' from year 1-6 and the impact on learning.</p> <p>3 x yearly assessments for grammar and spelling to identify gaps.</p> <p>In class support in place and gaps in assessment are filled as a result.</p>	<p>Teaching of writing is consistently in line with Whiteshill writing expectations and manageable steps grammar and spelling plans.</p> <p>3 x yearly assessments for grammar and spelling to identify gaps.</p> <p>In class support in place and gaps in assessment are filled as a result.</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	£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	£1,500	Year 3	£1,500
	Total anticipated expenditure:	£4,500				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/>	Did expenditure increase, decrease	Increased <input type="checkbox"/> Decreased <input type="checkbox"/>

				Remained the same <input type="checkbox"/>	or remain the same?	Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Developing high quality teaching of grammar and curriculum in order to meet the needs of pupils.		
Category:	Quality of teaching		
Intended outcomes:	Pupils' grammar knowledge increases and they apply it accurately and consistently so that this element does not hold them back from achieving working at age-related expectations in writing	Success criteria:	<p>100% of disadvantaged children achieve working at expectations for writing at the end of Key Stage 2.</p> <p>The gap between disadvantaged children and their peers is narrowed in writing attainment and all make good progress.</p>
Staff lead:	Heather Francis – English Subject Lead		
Implementation	Year 1	Year 2	Year 3
	<p>Teaching of writing is consistently in line with Whiteshill writing expectations and manageable steps grammar plans.</p> <p>Staff knowledge secure as a result of effective CPD.</p> <p>In class support in place and gaps in assessment are filled as a result.</p>	<p>Teaching of writing is consistently in line with Whiteshill writing expectations and manageable steps grammar plans.</p> <p>New and returning staff knowledge secure as a result of effective CPD.</p> <p>In class support in place and gaps in assessment are filled as a result.</p>	<p>Teaching of writing is consistently in line with Whiteshill writing expectations and manageable steps grammar plans.</p> <p>New and returning staff knowledge secure as a result of effective CPD.</p> <p>In class support in place and gaps in assessment are filled as a result.</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>£1,000</p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/> Decrease <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input type="checkbox"/> Decrease <input type="checkbox"/></p>

			increase, decrease or remain the same?	Remain the same <input checked="" type="checkbox"/>	or remain the same?	Remain the same <input checked="" type="checkbox"/>
			Year 2	£1,000	Year 3	£1,000
	Total anticipated expenditure:	£3,000				
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:	Professional development of evidence-based approach to retrieval practice.		
Category:	Quality of teaching		
Intended outcomes:	Knowledge organisers and retrieval quizzes ensure disadvantaged children remember key knowledge in line with their peers.	Success criteria:	Disadvantaged children know more and remember more of the wider curriculum.
Staff lead:	Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>Knowledge organisers and retrieval quizzes implemented by all teachers for science, geography, history, art, D&T and RE.</p> <p>Short term plans informed by key knowledge identified and taught in small, manageable steps.</p> <p>Staff, pupils and parents can identify key knowledge for each subject.</p>	<p>Knowledge organisers and retrieval quizzes being referred to during lessons by all teachers for music, computing, PSHE, MFL and PE.</p> <p>Short term plans informed by key knowledge identified and taught in small, manageable steps.</p> <p>Staff, pupils and parents can identify key knowledge for each subject.</p>	<p>Staff, pupils and parents can identify key knowledge for each subject.</p>
Light-touch review notes	Annual Review Notes:	Annual review notes:	Final review notes:
Light-touch review overall assessment	<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"/>

Anticipated expenditure	Year 1	£1,400	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	£1,400	Year 3	£1,400
	Total anticipated expenditure:	£4,200				
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:	Structured interventions for spelling and grammar		
Category:	Targeted academic support		
Intended outcomes:	Disadvantaged pupils' spelling and grammar knowledge increases and they apply it accurately and consistently in their writing so that it does not hold them back from achieving working at age-related expectations.	Success criteria:	100% of disadvantaged children achieve working at expectations for writing at the end of Key Stage 2. The gap between disadvantaged children and their peers is narrowed in writing attainment and all make good progress.
Staff lead:	Heather Francis – English Subject Lead		
Implementation	Year 1	Year 2	Year 3
	<p>Provision map in place Sept 2022 in line with data and assessments from 2021/22.</p> <p>3 x yearly assessments identify gaps in grammar and spelling to inform provision map.</p> <p>Interventions and in class support in place and gaps in assessment are filled as a result.</p> <p>Tutoring used to fill gaps in disadvantaged children's spelling and grammar knowledge and application.</p>	<p>Provision map in place Sept 2023 in line with data and assessments from 2022/23.</p> <p>3 x yearly assessments identify gaps in grammar and spelling to inform provision map.</p> <p>Interventions and in class support in place and gaps in assessment are filled as a result.</p>	<p>Provision map in place Sept 2024 in line with data and assessments from 2023/24.</p> <p>3 x yearly assessments identify gaps in grammar and spelling to inform provision map.</p> <p>Interventions and in class support in place and gaps in assessment are filled as a result.</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	£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	£1,500	Year 3	£1,500
	Total anticipated expenditure:	£4,500				
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:	Structured interventions to close gaps in maths understanding in line with targeted assessment.		
Category:	Targeted academic support		
Intended outcomes:	Disadvantaged pupils' gaps in maths knowledge are filled through targeted intervention and in-class support.	Success criteria:	100% of disadvantaged children achieve working at expectations for maths at the end of Key Stage 2. The gap between disadvantaged children and their peers is narrowed in maths attainment and all make good progress.
Staff lead:	Juli Middleton – Maths Subject Lead		
Implementation	Year 1	Year 2	Year 3
	<p>Strand tests carried out for all disadvantaged children and those working below age-related expectations from year 2 upwards.</p> <p>Provision map in place Sept 2022 in line with data and assessments from 2021/22.</p> <p>3 x yearly assessments identify gaps in grammar and spelling to inform provision map.</p> <p>Interventions and in class support in place and gaps in assessment are filled as a result.</p> <p>Tutoring used to fill gaps in disadvantaged children's spelling and grammar knowledge and application.</p>	<p>Strand tests carried out for all disadvantaged children and those working below age-related expectations from year 2 upwards.</p> <p>Provision map in place Sept 2023 in line with data and assessments from 2022/23.</p> <p>3 x yearly assessments identify gaps in grammar and spelling to inform provision map.</p> <p>Interventions and in class support in place and gaps in assessment are filled as a result.</p>	<p>Strand tests carried out for all disadvantaged children and those working below age-related expectations from year 2 upwards.</p> <p>Provision map in place Sept 2024 in line with data and assessments from 2023/24.</p> <p>3 x yearly assessments identify gaps in grammar and spelling to inform provision map.</p> <p>Interventions and in class support in place and gaps in assessment are filled as a result.</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	£2,000	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	£1,500	Year 3	£1,000
	Total anticipated expenditure:	£4,500				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/>	Did expenditure increase, decrease	Increased <input type="checkbox"/> Decreased <input type="checkbox"/>

				Remained the same <input type="checkbox"/>	or remain the same?	Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Teaching assistant deployment across Key Stage 2		
Category:	Targeted academic support		
Intended outcomes:	Targeted in-class support and intervention ensures disadvantaged children's assessments gaps are filled in reading, writing and maths.	Success criteria:	The gap between disadvantaged children and their peers is narrowed in reading, writing and maths attainment and all make good progress.
Staff lead:	Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>Provision map in place Sept 2022 in line with data and assessments from 2021/22.</p> <p>3 x yearly assessments identify gaps in grammar and spelling to inform provision map.</p> <p>Interventions and in class support in place and gaps in assessment are filled as a result.</p>	<p>Provision map in place Sept 2023 in line with data and assessments from 2022/23.</p> <p>3 x yearly assessments identify gaps in grammar and spelling to inform provision map.</p> <p>Interventions and in class support in place and gaps in assessment are filled as a result.</p>	<p>Provision map in place Sept 2024 in line with data and assessments from 2023/24.</p> <p>3 x yearly assessments identify gaps in grammar and spelling to inform provision map.</p> <p>Interventions and in class support in place and gaps in assessment are filled as a result.</p>
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:

<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>£2,000</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>£2,000</p>	<p>Year 3</p>	<p>£2,000</p>
	<p>Total anticipated expenditure:</p>	<p>£6,000</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:	Supporting pupils social, emotional and mental health needs including ELSA support and lunchtime intervention.		
Category:	Wider strategies		
Intended outcomes:	Children with an identified SEMH need, achieve their MyPlan targets and make good progress in reading, writing and maths.	Success criteria:	Children with identified SEMH needs make good progress in reading, writing and maths.
Staff lead:	Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>Provision Map in place Sept 2022 in line with assessments and data from 2021/22, including for those with an SEMH need.</p> <p>MyPlan review meetings take place with parents following each assessment.</p> <p>ELSA support in place x 3 afternoons per week for those with an SEMH need in line with provision map.</p> <p>Outside agencies identified and used where needed.</p>	<p>Provision Map in place Sept 2022 in line with assessments and data from 2021/22, including for those with an SEMH need.</p> <p>MyPlan review meetings take place with parents following each assessment.</p> <p>ELSA support in place x 3 afternoons per week for those with an SEMH need in line with provision map.</p> <p>Outside agencies identified and used where needed.</p>	<p>Provision Map in place Sept 2022 in line with assessments and data from 2021/22, including for those with an SEMH need.</p> <p>MyPlan review meetings take place with parents following each assessment.</p> <p>ELSA support in place x 3 afternoons per week for those with an SEMH need in line with provision map.</p> <p>Outside agencies identified and used where needed.</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"/> due to COVID-19. 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	£1,000	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	£1,000	Year 3	£1,000
	Total anticipated expenditure:	£3,000				
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 support in line with policy
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Category:	Wider strategies		
Intended outcomes:	Disadvantaged pupils' attendance increases so that it does not impact on their attainment.	Success criteria:	Disadvantaged pupils' attendance is above 95% on average and no disadvantaged pupils are persistently absent.
Staff lead:	Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>New DGAT attendance policy implemented in line with governors' decisions (July 2022) and new guidance from government.</p> <p>Parents educated about the importance of limiting absence through information sessions, website, newsletters and half-termly attendance upsets.</p> <p>Attendance network meetings attended termly by Headteacher.</p>	<p>Update attendance policy in line with review of last year and any new government or DGAT guidance.</p> <p>Parents educated about the importance of limiting absence through information sessions, website, newsletters and half-termly attendance upsets.</p> <p>Attendance network meetings attended termly by Headteacher.</p>	<p>Update attendance policy in line with review of last year and any new government or DGAT guidance.</p> <p>Parents educated about the importance of limiting absence through information sessions, website, newsletters and half-termly attendance upsets.</p> <p>Attendance network meetings attended termly by Headteacher.</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"/> due to COVID-19. • 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>£800</p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/> Decrease <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input type="checkbox"/> Decrease <input type="checkbox"/></p>

			increase, decrease or remain the same?	Remain the same <input checked="" type="checkbox"/>	or remain the same?	Remain the same <input checked="" type="checkbox"/>
			Year 2	£800	Year 3	£800
	Total anticipated expenditure:	£2,400				
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:	Inclusion in targeted extra-curricular activities to raise self-esteem and confidence.		
Category:	Wider strategies		
Intended outcomes:	Disadvantaged children have higher self-esteem and identify as confident learners.	Success criteria:	<p>The attainment gap between disadvantaged children and their peers has decreased and all make good progress.</p> <p>The majority of disadvantaged children surveyed can identify at least three positive things about themselves and their learning.</p>
Staff lead:	Heather Francis - SENCo		
Implementation	Year 1	Year 2	Year 3
	<p>Survey to identify barriers to children’s participation in extra-curricular events and activities.</p> <p>Action plan put in place to address barriers identified.</p> <p>All disadvantaged children to represent the school in extra-curricular activities on more occasions than their non-disadvantaged peers, through targeted events and encouragement.</p> <p>Oak class disadvantaged children to run an extra-curricular club at lunch-time of their choosing.</p> <p>Peripatetic music lessons for disadvantaged children in Oak class paid for.</p> <p>Real-life experiences in line with curriculum planned by subject leads, including RE visits to religious and spiritual buildings.</p>	<p>Survey to identify barriers to children’s participation in extra-curricular events and activities.</p> <p>Action plan put in place to address barriers identified.</p> <p>All disadvantaged children to represent the school in extra-curricular activities on more occasions than their non-disadvantaged peers, through targeted events and encouragement.</p> <p>Oak class disadvantaged children to run an extra-curricular club at lunch-time of their choosing.</p> <p>Peripatetic music lessons for disadvantaged children in Oak class paid for.</p> <p>Real-life experiences in line with curriculum and to promote the love of reading and the 5 ways to wellbeing.</p>	<p>Survey to identify barriers to children’s participation in extra-curricular events and activities.</p> <p>Action plan put in place to address barriers identified.</p> <p>All disadvantaged children to represent the school in extra-curricular activities on more occasions than their non-disadvantaged peers, through targeted events and encouragement.</p> <p>Oak class disadvantaged children to run an extra-curricular club at lunch-time of their choosing.</p> <p>Peripatetic music lessons for disadvantaged children in Oak class paid for.</p> <p>Real-life experiences in line with curriculum and to promote the love of reading and the 5 ways to wellbeing.</p>

	<p>Range of real-life experiences to promote love of reading for all, supported by FoWS. Real-life experiences continue to promote the 5 ways to wellbeing, in particular 'Give' in the local community.</p> <p>Real-life experiences promote British Values including school council, DGAT school parliament, UK Parliament Week.</p>					
Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	<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"/> 	
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:	£1,500				
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:	£				