

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 consistently good 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	Social, emotional and mental health needs.
Consistently good teaching not present in every classroom	Lack of parental engagement
Intervention support given not always as targeted and effective as possible.	Reduced cultural capital

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 consistently good 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	99				
Estimated number of pupils eligible for PPG	12				
Estimated funding	£21,420				
Funding estimate: Year 3					
Estimated pupil numbers	100				
Estimated number of pupils eligible for PPG	15				
Estimated funding	£20,780 actual £11,760 + £2,000 recovery premium = £13,760				

Intervention planning in full

Intervention:	I. 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 a consistently good teacher in every classroom by the end of year 3	Success criteria:	Every teacher has been judged to be consistently good 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>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> <p>All teaching assistants will be trained to NVQ level 3 and above.</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>All teaching assistants now trained to NVQ level 2 and above.</p> <p>CPD needs identified during performance management, however, training and development opportunities curtailed somewhat by COVID-19 lockdown spring and summer 2020.</p> <p>New curriculum now in place and subject knowledge for maths, reading and writing, geography, history and art increased through staff meetings led by subject leads and membership of associations with online opportunity for increasing subject knowledge.</p>		<p>Annual review notes:</p> <p>All teaching assistants now trained to NVQ level 3 and above – all but one who will complete the qualification in the future and was employed in Sept 2021.</p> <p>Subject knowledge development was supported via staff meetings and personal one-to-one training with teachers by subject leads.</p> <p>CPD priorities identified during performance management and training/support provided according to these targets.</p> <p>Teachers returning from maternity leave and new teachers to the school given training on return in accordance with need to ensure consistency of approach and negate drop in performance.</p> <p>The impact of this is that all teaching across the school is consistently good with some outstanding.</p>		<p>Final review notes:</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>All teaching assistants will be trained to NVQ level 3 and above - all but one who will complete the qualification in the future and was employed in Sept 2021. Recruitment for a new TA was done at level 3 to increase likelihood of consistent quality.</p> <p>The impact of this is that all teaching across the school is consistently good with some outstanding.</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 checked="" type="checkbox"/> due to COVID-19 lockdown. • 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 checked="" 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 checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£700</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>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"/></p> <p>Decrease <input checked="" type="checkbox"/></p> <p>Remain the same <input type="checkbox"/></p>
			<p>Year 2</p>	<p>£700</p>	<p>Year 3</p>	<p>£700</p>

	Total anticipated expenditure:	£2100				
Actual expenditure	Year 1	£700	Year 2	£500	Year 3	£400
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input checked="" type="checkbox"/>
	Total actual expenditure:	£1600				

Intervention:	2. A more rigorous and ambitious approach to teaching reading ensuring consistently good practise in every class.		
Category:	Quality of teaching		
Intended outcomes:	Improve the quality of teaching and have a consistently good teacher in every classroom by the end of year 3	Success criteria:	Every teacher has been judged consistently good 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. Long term plan for reading texts to be completed by English subject lead.</p> <p>Self-evaluation of reading by English subject lead will inform planning to ensure implementation across the school is consistent and effective.</p> <p>New and returning staff will be trained in teaching of reading to ensure consistent Whole school long term reading 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. approach.</p> <p>Clear assessment and planning process for reading to ensure gaps in learning due to</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Long term plan for reading and writing now in place and followed by all staff.</p> <p>Monitoring and action plan by English subject lead to ensure implementation across the school is consistent and effective.</p> <p>New and returning staff will be trained in teaching of reading to ensure consistent Whole school long term reading plan continues to be implemented across the whole school.</p> <p>Clear assessment and planning process for reading to ensure gaps in learning due to COVID-19 lockdown are addressed and children are back on track by Summer 2021.</p>

	<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.</p>	<p>COVID-19 lockdown are addressed and children are back on track by Summer 2021.</p> <p>Develop indoor and outdoor EYFS provision to improve outcomes in communication and language and reading.</p>	
<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Whole school long term plan now in place for challenging and ambitious texts to support writing and provide model texts across EYFS, KS1 and KS2. Whole school long term plan for reading still in progress.</p> <p>Weekly plan for teaching of reading now 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. Long term plan now in place which ensures reading is taught in line with age-related expectations for each year group, allowing opportunity for retrieval, recall and application of concepts and vocabulary.</p> <p>All teachers now 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 is now on display in all classrooms and used by children during writing and reading lessons.</p> <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.</p>	<p>Annual review notes:</p> <p>Whole school long term plan continues to be implemented across the whole school. Long term plan for reading texts has been completed by English subject lead.</p> <p>Self-evaluation of reading by English subject lead will inform planning to ensure implementation across the school is consistent and effective.</p> <p>New and returning staff will be trained in teaching of reading to ensure consistent approach.</p> <p>Clear assessment and planning process for reading to ensure gaps in learning due to COVID-19 lockdown are addressed and children are back on track by Summer 2021.</p> <p>Develop indoor and outdoor EYFS provision to improve outcomes in communication and language and reading.</p> <p>Impact is that on average, each year group made above or well above expected progress in reading in 2020/21 despite the national lockdown during the spring term.</p>	<p>Final review notes:</p> <p>Long term plan for reading and writing now in place and followed by all staff.</p> <p>Monitoring and action plan by English subject lead to ensure implementation across the school is consistent and effective.</p> <p>New and returning staff will be trained in teaching of reading to ensure consistent Whole school long term reading plan continues to be implemented across the whole school.</p> <p>Clear assessment and planning process for reading to ensure gaps in learning due to COVID-19 lockdown are addressed and children are back on track by Summer 2021.</p> <p>Impact is that end of Key Stage 1 and 2 results were above national average with good progress across Key Stage 2 in particular. 100% of disadvantaged children achieved working at expectations in reading at the end of Key Stage 2. All disadvantaged pupils made on average 6.1 points progress across the year in reading with 87% of disadvantaged pupils being on track for reading.</p>

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 checked="" 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 checked="" 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 checked="" 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	£500	Year 2	£450 English subject lead supply £600 EYFS provision Total - £1050	Year 3	£300 Feb 2022 - £150
			Did expenditure increase, decrease or remain the same?	Increased <input checked="" 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 checked="" type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£1,850				

Intervention:	3. 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 a consistently good teacher in every classroom by the end of year 3	Success criteria:	Every teacher has been judged to be consistently good 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 design and technology, computing, modern foreign languages and music to design an ambitious vision for their subject and develop it in line with the previous year's objectives.</p> <p>Continue to follow rolling programme for subject lead time to ensure evaluation and development of subject continues, supported by appropriate CPD.</p> <p>Develop more rigorous approach to teaching maths fluency and spelling to ensure coverage, opportunity for skill practice and intervention where necessary.</p> <p>Develop indoor and outdoor EYFS provision with cultural capital and communication and language at the heart.</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>

	<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.</p>		
<p>Light-touch review notes</p>	<p>Annual Review Notes:</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 – computing was replaced by Art which has been completed instead.</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>Long term plans for foundation subjects include teaching and assessment of related vocabulary and challenging texts are linked to all areas of the curriculum.</p>	<p>Annual review notes:</p> <p>Subject leads for design and technology, computing, modern foreign languages and music to design an ambitious vision for their subject and develop it in line with the previous year's objectives.</p> <p>Continue to follow rolling programme for subject lead time to ensure evaluation and development of subject continues, supported by appropriate CPD.</p> <p>Develop more rigorous approach to teaching maths fluency and spelling to ensure coverage, opportunity for skill practice and intervention where necessary.</p> <p>Develop indoor and outdoor EYFS provision with cultural capital and communication and language at the heart.</p> <p>Impact is that each curriculum area is covered in full therefore children build on their knowledge and skills each year in line with national curriculum expectations.</p> <p>Impact is that on average, all year groups made at, above or well above expected progress in 2020/21 in reading and maths, despite the national lockdown in the spring term. All year groups except year 2 made on average above expected progress in writing in 2020/21 despite the national lockdown in the spring term.</p> <p>Impact is that 91% of children in EYFS achieved the Early Learning Goal for</p>	<p>Final review notes:</p> <p>Self-evaluation for each subject informs further planning and development as well ensuring consistent implementation across the school.</p> <p>Impact is that the curriculum is now ambitious and broad in line with the national curriculum.</p> <p>Impact is that all teaching is now consistently good with outstanding elements across the school and high turnover of staff has not impacted on this consistency of teaching quality.</p> <p>Impact is that the gaps from COVID-19 have been filled so that all children have completed their national curriculum goals by the end of Key Stage 2.</p>

			communication and language, despite the national lockdown during the spring term.			
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 checked="" 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 checked="" 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 checked="" 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	£3,150	Year 2	£1000 supply costs. £500 EYFS provision Total £1500	Year 3	£1,500
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input checked="" 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 checked="" type="checkbox"/>
	Total actual expenditure:	£4,650				

Intervention:	4. 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>Talkboost training for teachers and TAs.</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.</p> <p>Whole school literacy support policy to be written with support from EdPsych Dr Simon Connor to ensure consistency of approach with intervention for all pupils across the school.</p> <p>Interventions to be carried out in line with this plan including cultural capital, vocabulary and communication and language.</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 interventions in line with whole school literacy support policy.</p> <p>Total communication approach to be applied across the whole school including training for SENCo disseminated to whole school.</p>

	<p>Talkboost assessment carried out for all children in EYFS and Year 1.</p> <p>Trained TA carries out weekly Talkboost intervention (3 x 30 mins) based on assessments.</p> <p>6 weekly review of Talkboost intervention in line with MyPlan reviews.</p> <p>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.</p> <p>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.</p> <p>Personalised Nessie programme implemented for children who are identified as needing intervention.</p> <p>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>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</p>	<p>Annual review notes:</p> <p>Continued implementation of Talkboost, phonics interventions and Nessie dyslexia interventions.</p> <p>Whole school literacy support policy to be written with support from EdPsych Dr Simon Connor to ensure consistency of approach with intervention for all pupils across the school.</p> <p>Interventions to be carried out in line with this plan including cultural capital, vocabulary and communication and language.</p> <p>Impact is that at the end of 2020/21, at least 75% of disadvantaged pupils were on track or</p>	<p>Final review notes:</p> <p>Continued implementation of interventions in line with whole school literacy support policy.</p> <p>Total communication approach to be applied across the whole school including training for SENCo disseminated to whole school.</p> <p>Impact is that at the end of 2021/22, 87% of disadvantaged pupils were on track in reading and 57% in writing and maths. In reading, a higher percentage of disadvantaged children were on track or above than non-disadvantaged children at the end of Key Stage 2.</p>

	<p>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>Talkboost training for teachers and TAs. Talkboost assessment carried out for all children in EYFS and Year 1.</p> <p>Trained TA carries out weekly Talkboost intervention (3 x 30 mins) based on assessments.</p> <p>6 weekly review of Talkboost intervention in line with MyPlan reviews.</p> <p>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.</p> <p>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.</p> <p>Personalised Nessie programme implemented for children who are identified as needing intervention.</p> <p>6 weekly review of Nessie interventions carried out in line with MyPlan reviews.</p>	<p>higher in reading, writing and maths. In reading and maths, a higher percentage of disadvantaged children were on track or above than non-disadvantaged children.</p>	<p>On average, since Autumn 2020, disadvantaged children made better progress than their non-disadvantaged peers in reading, writing and maths.</p> <p>Since the return from the COVID-19 lockdown in Autumn 2020, the gap between disadvantaged children and their non-disadvantaged peers in reading has narrowed by an incredible 44.4 points, from a difference of 53% to a difference of just 8.8%. A strong impact has also been seen in writing, where the gap between disadvantaged children and their non-disadvantaged peers has narrowed by 21.2 points, from a difference of 50% to a difference of 28%. The focus needs to be to continue to narrow this gap in writing and maths next year as the maths gap has not been closed in the same way, although it has not widened.</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 checked="" 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 checked="" 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 checked="" type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£3726	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	£3726	Year 3	£3726
	Total anticipated expenditure:	£11,178				
Actual expenditure	Year 1	£3726	Year 2	£6400 – TA costs £350 – EdPsych support Total - £6750	Year 3	£4,500
			Did expenditure increase, decrease or remain the same?	Increased <input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£14,976				

Intervention:	6. 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>TA support for PP children in year 5 and 6 classroom to ensure good and outstanding teaching can continue without the need for a second teacher which is no longer financially viable.</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</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>Assessment of year 5 and 6 pupils during summer term not possible due to COVID-19 lockdown and no statutory tests taking place. However, all children were on track to achieve good progress at February half term and were expected to achieve in line with their targets at the end of the year in year 5 and 6.</p>		<p>Annual review notes:</p> <p>Continued use of year 5 teacher if impact is maintained on end of Key Stage 2 progress and attainment.</p> <p>Impact is that on average, children in year 6 made well above expected progress in reading and maths and above expected progress in writing in 2020/21, with 87% of pupils ending the year on track or higher in reading, writing and maths. On average, children in year 5 made above expected progress in reading and writing and well above expected progress in maths in 2020/21, with 100% of children ending the year on track or higher for reading, and 92% on track or higher for writing and maths.</p>		<p>Final review notes:</p> <p>TA support for PP children in year 5 and 6 classroom to ensure good and outstanding teaching can continue without the need for a second teacher which is no longer financially viable.</p> <p>Progress in Year 5/6 is now at 2.9 for reading, 3.1 for writing and 0.1 for maths at the end of Key Stage 2, coming from a starting point at the end of 2019 of -1.2, -0.1 and -1.4 respectively.</p> <p>100% of disadvantaged children achieved working at in reading and 50% in writing and maths (2 children).</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 checked="" 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 checked="" 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 checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£7,036</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p> <p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input checked="" type="checkbox"/></p>	<p>Year 2</p> <p>£7,036</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p> <p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input checked="" type="checkbox"/></p>	<p>Year 3</p> <p>£7,036</p>

	Total anticipated expenditure:	£21,108				
Actual expenditure	Year 1	£7,036	Year 2	£7,036	Year 3	£2,000
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input checked="" type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Remained the same <input type="checkbox"/>	
	Total actual expenditure:	£16,072				

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>CPD for TAs on teaching of reading – English subject lead and DGAT.</p> <p>Literacy intervention support policy put in place with support from EdPsych, levels of support identified and interventions carried out in line with this.</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> <p>CPD for TAs, parents and reading volunteers on teaching of reading – English subject lead.</p> <p>Embed interventions in line with English support policy.</p>
Light-touch review notes	<p>Annual review notes:</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>Annual review notes:</p> <p>Continued use of daily reader list in line with year 1.</p> <p>CPD for TAs on teaching of reading – English subject lead and DGAT.</p>	<p>Final review notes:</p> <p>Continued use of daily reader list in line with year 1.</p> <p>CPD for TAs, parents and reading volunteers on teaching of reading – English subject lead.</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. – TAs supported by teachers but more formal training put on hold – volunteers not currently able to attend school.</p>		<p>Literacy intervention support policy put in place with support from EdPsych, levels of support identified and interventions carried out in line with this. Interventions carried out and SENCo has written policy with support from EdPsych but needs to be disseminated fully to staff and embedded.</p> <p>Impact is that on average, each year group made above or well above expected progress in reading in 2020/21 despite the national lockdown during the spring term.</p> <p>Impact is that at the end of 2020/21, at least 75% of disadvantaged pupils were on track or higher in reading and a higher percentage of disadvantaged children were on track or above than non-disadvantaged children.</p>		<p>Embed interventions in line with English support policy.</p> <p>Impact is that 100% of disadvantaged pupils at the end of KS2 achieved working at in reading and progress across Key Stage 2 for all pupils was 2.9, with 93% achieving working at expectations and 36% achieving a scaled score of 110 or above.</p> <p>100% of disadvantaged pupils who had started school at the start of this plan are now on track for reading and the difference in attainment between them and their peers has reduced by 33.4% since Summer 2019.</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 checked="" 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 checked="" 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 checked="" 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>£2,528</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>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"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input checked="" type="checkbox"/></p>
	<p>Total anticipated expenditure:</p>	<p>£7,584</p>				

Actual expenditure	Year 1	£2,528	Year 2	£1500 – staffing costs £450 – supply Total £1950	Year 3	£1500
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£5978				

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>Continue with termly myplan reviews and parents evenings – ensuring PP parents are able to attend.</p> <p>Continue to use website, Facebook page and newsletter to share curriculum and engage parents with school.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Curriculum evenings for parents (including pupil premium families) to engage them further with curriculum.</p> <p>Information evenings on supporting your child with English and maths to be held by subject leads and SENCo – ensure pupil premium parents attend.</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</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 – this did start but is on hold due to COVID-19.</p> <p>Design parental engagement into new curriculum e.g. opportunities for parents to act as an audience for curriculum assemblies and presentations – on hold due to COVID-19.</p>		<p>Annual review notes:</p> <p>Continue with termly myplan reviews and parents evenings.</p> <p>Continue to use website, Facebook page and newsletter to share curriculum and engage parents with school.</p> <p>Impact is that 100% of PP parents attended MyPlan reviews throughout the year as well as parents' evenings.</p> <p>Attendance for disadvantaged pupils rose to 93.14% in 2020/21.</p>		<p>Final review notes:</p> <p>Curriculum evenings for parents (including pupil premium families) to engage them further with curriculum.</p> <p>Information evenings on supporting your child with English and maths to be held by subject leads and SENCo – ensure pupil premium parents attend</p> <p>Impact is that 100% of PP parents attended MyPlan reviews throughout the year as well as parents' evenings.</p> <p>See above for attainment impact.</p> <p>Attendance for disadvantaged pupils was 89.11% in 2021/22</p> <p>COVID-19 has of course impacted the attendance figures across the school since this plan was put in place and so continues to be a focus.</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 checked="" 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 checked="" 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>£900</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>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"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input checked="" type="checkbox"/></p>

			Year 2	£900	Year 3	£900
	Total anticipated expenditure:	£2700				
Actual expenditure	Year 1	£900	Year 2	£450 – staffing costs	Year 3	£450
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£1800				

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>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>	<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 anti-bullying policy consistently across the school.</p> <p>Attendance policy kept updated and communicated to all stakeholders including COVID-19 appendix.</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 to continue.</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 anti-bullying and attendance policy consistently across the school.</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 to continue.</p>
--	---	---	--

Light-touch review notes

Annual review notes:

All stakeholders are aware of Anti-bullying and behaviour policies and they are implemented consistently across the school by all staff.

Bullying and behaviour incidents involving PP children are dealt with swiftly in line with school policy.

Development of whole curriculum in line with an ambitious vision for each subject to ensure engagement in learning for all pupils.

Up to date attendance policy shared with all stakeholders.

Termly reports to parents on their children's attendance and letters sent in line with policy when necessary.

Weekly attendance stickers awarded for 100% attendance and class and whole school attendance reported in newsletter to encourage good attendance.

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.

Information leaflets on attendance sent to parents and PP parents attend information evenings to ensure understanding of the importance of attendance on attainment.

Attendance situation has changed and many initiatives on hold due to COVID-19 – impossible to monitor current impact fully.

Annual review notes:

Continued implementation of anti-bullying policy consistently across the school.

Attendance policy kept updated and communicated to all stakeholders including COVID-19 appendix.

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 to continue.

Impact is that current disadvantaged pupil attendance in 2020/21 was 95.43%, an increase of 3.74% from 91.69% the previous year for the same children. This is also a diminishing difference of -1.14% rather than -3.17% the previous year compared to non-disadvantaged pupils.

Final review notes:

Continued implementation of anti-bullying and attendance policy consistently across the school.

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 to continue.

Attendance for disadvantaged pupils was 89.11% in 2021/22, attendance across the school fell to 93%.

COVID-19 has of course impacted the attendance figures across the school since this plan was put in place and so continues to be a focus.

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 checked="" 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 checked="" 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 checked="" 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	£600	Year 2	£200	Year 3	£1000
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£1800				

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>Yoga for mindfulness sessions to be used online for remote learning and support in school whilst COVID-19 restrictions are in place.</p> <p>SEMH intervention support policy in place with levels of support identified and SEMH weekly support taking place for all pupils identified.</p> <p>Development of SENCo role to ensure support for all pupils and families with SEMH needs is in place in line with levels of intervention guidance.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Train teaching assistant in ELSA approach.</p> <p>Yoga introduced as part of PE curriculum for all children from year 1 – 6.</p> <p>SEMH support to continue for children on different threshold levels in line with SEMH support plan including universal support through SCARF curriculum and whole school mental wellbeing approach.</p> <p>Introduction of peripatetic music lessons in year 5 and 6 for PP children to increase self-esteem.</p>

Light-touch review notes

Annual review notes:

My Profile's completed for all PP children to identify needs.

Make Me A Superhero intervention weekly – resilience, growth mindset and self-esteem.

Emotion coaching training for all staff.

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.

Emotion coaching intervention for children identified as having a specific need.

Yoga for Mindfulness whole class sessions across the school to develop mental well-being.

Emotion coaching approach not implemented due to COVID-19 lockdown and further thinking around the subject – however, a new approach to SEMH intervention identified and appropriate staff have been trained.

Annual review notes:

Yoga for mindfulness sessions to be used online for remote learning and support in school whilst COVID-19 restrictions are in place.

SEMH intervention support policy in place with levels of support identified and SEMH weekly support taking place for all pupils identified.

Development of SENCo role to ensure support for all pupils and families with SEMH needs is in place in line with levels of intervention guidance.

Impact is that number of children identified with SEMH needs increased to 12 from 6 previously identified. MyPlans in place for all children with SEMH need identified and interventions happening in line with plan. SENCo engaged outside agencies including CAMHS, TIC+, EdPsych, Barnados and ATS to support identified children. See case studies.

Impact is that at the end of 2020/21, at least 75% of disadvantaged pupils were on track or higher in reading, writing and maths. In reading and maths, a higher percentage of disadvantaged children were on track or above than non-disadvantaged children.

Final review notes:

Train teaching assistant in ELSA approach.

Yoga introduced as part of PE curriculum for all children from year 1 – 6.

SEMH support to continue for children on different threshold levels in line with SEMH support plan including universal support through SCARF curriculum and whole school mental wellbeing approach.

Introduction of peripatetic music lessons in year 5 and 6 for PP children to increase self-esteem.

Impact is that children on MyPlans for SEMH met their targets and 5 children were removed from the SEND register as a result of the progress they had made.

See above for attainment impact. Maths attainment and progress is still a concern and so needs to continue as a focus in to next year.

<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 checked="" 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 checked="" 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 checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£2,232</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input 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>£3,030</p>	<p>Year 3</p>	<p>£3,030</p>
	<p>Total anticipated expenditure:</p>		<p>£8,292</p>			
<p>Actual expenditure</p>	<p>Year 1</p>	<p>£2,232</p>	<p>Year 2</p>	<p>£2000 – staffing costs</p>	<p>Year 3</p>	<p>£600 – ELSA training £500 – music lessons £1,000 – TA costs = £2,100 Feb 2022 - £188.50 – music lessons, £500 – TA costs</p>
			<p>Did expenditure increase, decrease or remain the same?</p>	<p>Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input checked="" 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 checked="" type="checkbox"/></p>

	Total actual expenditure:	£7,262
--	---------------------------	--------