



3-Year Pupil Premium Strategy 2020 - 2023

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

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:

- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- A number of disadvantaged pupils have personal, social and emotional barriers to learning, which may affect their academic progress
- A number of disadvantaged pupils have experienced early trauma, which impacts their ability to reach their potential
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most
- Improving attendance and punctuality

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 specific interventions. This focussed approach ensures the best chance of success for each intervention.

Quality of teaching

1. Training for all staff to improve teaching and learning strategies ensuring consistent, high, quality first teaching

2. Training on the teaching of early reading/vocabulary as a tool to improve reading and writing across the curriculum
3. Improved assessment strategies for foundation curriculum to ensure that disadvantaged pupils make good progress across the curriculum

Targeted academic support

1. Readiness to learn: increasing capacity for addressing social and emotional barriers to learning for key disadvantaged pupils through the addition of a FT inclusion support worker
2. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations
3. One-to-one support for disadvantaged pupils: creating additional teaching and learning opportunities using TAs

Wider strategies

1. Readiness to learn: removing social and emotional barriers to learning through effective pastoral care through staff training and intervention provided by class TAs
2. Attendance: additional SLT capacity provided to allow dedicated time weekly to focus on improving attendance and fostering links with parents of disadvantaged pupils
3. Enrichment provision: parents/carers more able to access help and financial support to ensure those pupils entitled to PP are not disadvantaged and can access enrichment opportunities. Children who are entitled to the PPG will receive a credit towards music lessons, educational visits (including residential) and other enrichment clubs.

Full planning details for interventions are outlined in this document.

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 subject teachers as part of the school assessment cycle.

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.

Our funding

Funding summary: Year 1					
Total number of pupils	550	PPG received per pupil	£1345	Indicative PPG as advised in School Budget Statement	£49765
		Number of pupils eligible for PPG	37	Actual PPG budget	£
Funding estimate: Year 2					
Estimated pupil numbers	45				
Estimated number of pupils eligible for PPG	£1345				
Estimated funding	£60525				
Funding estimate: Year 3					
Estimated pupil numbers	50				
Estimated number of pupils eligible for PPG	£1345				
Estimated funding	£67250				

Intervention planning in full

Intervention:	Training for all staff to improve teaching and learning strategies ensuring consistent, high, quality-first teaching		
Category:	Quality of teaching		
Intended outcomes:	Ensure that all teaching effectively enables pupils to make good progress in the core curriculum, and by the end of year 3 across the breadth of the full curriculum		
Success criteria:	Monitoring evidence shows all pupils progress well as a result of the effective teaching, learning and assessment embedded into classroom practice and used confidently by all teaching staff		
Staff lead:	Deputy Head and Assistant Head		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1: <i>2021 training plan for teachers and TAs implemented across the year delivered through meetings and training days (see training plan)</i></p> <p><i>Training content to develop pedagogy, skills and knowledge in the Seven Strategies (collaboration, thinking skills, independence, questioning and emotional intelligence) Also developing Assessment for Learning into classroom practice (see T&L recovery plan)</i></p> <p><i>Focus areas to be further developed and embedded into practice through Team and meetings and TA meetings</i></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>[Use this space to outline your plan for implementation in year 2. This could involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention.]</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>[Use this space to outline your plan for implementation in year 3.]</p>
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	£	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£1,000				
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:	Training on the teaching of early reading/reading for pleasure as a tool to improve reading and writing across the curriculum					
Category:	Quality of teaching					
Intended outcomes:	Improved outcomes for disadvantaged pupils and the attainment gap closing further					
Success criteria:	All children progress well in early reading and Phonics, older children are motivated and engaged to read extensively and for pleasure					
Staff lead:	English Team / Deputy Head					
Implementation	Year 1		Year 2		Year 3	
	<p>How we will implement this intervention in year 1:</p> <p><i>Training for teachers and TAs in how to teach early reading through decodable texts, how to engage children to read for pleasure and address gaps through high quality intervention programmes.</i></p> <p><i>Training dates / meetings will facilitate training across the year. Monitoring / team meetings will be used to embed practice and embedded through regular TA meetings</i></p>		<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>21-22: music, design & technology and MFL</p>		<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>	
Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	<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	£1,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/>	Is expenditure anticipated to increase, decrease	Increase <input type="checkbox"/> Decrease <input type="checkbox"/>

				Remain the same <input type="checkbox"/>	or remain the same?	Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
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:	Improved assessment strategies for foundation curriculum to ensure that disadvantaged pupils make good progress across the curriculum		
Category:	Quality of teaching		
Success criteria:	Pre and post assessment information will show how knowledge and vocabulary gaps have closed, enabling disadvantaged pupils to progress well across the curriculum and close the attainment gap further		
Intended outcomes:	Teachers can effectively assess disadvantaged pupils' progress across the curriculum and target gaps providing appropriate support and intervention		
Staff lead:	Curriculum lead and subject leaders		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><i>A three year plan to develop subject knowledge across the foundation curriculum (see curriculum action plan)</i></p> <p><i>Implement training for Subject Leaders/teachers to improve assessment strategies to identify knowledge and vocabulary deficits for disadvantaged pupils.</i></p> <p><i>A planned training schedule will ensure that sufficient time is provided to embed new ideas into practice.</i></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>[Use this space to outline your plan for implementation in year 2. This could involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention.]</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>[Use this space to outline your plan for implementation in year 3.]</p>
Light-touch review notes	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 1.]</p>	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 2.]</p>	<p>Final review notes:</p> <p>[Use this space to review the overall success of your intervention.]</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 type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£1,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	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"/>
			Year 2	£	Year 3	£
	Total actual expenditure:	£				

Intervention:	Increasing capacity to address social and emotional barriers to learning for key disadvantaged pupils		
Category:	Targeted academic support		
Intended outcomes:	Disadvantaged pupils with social and emotional barriers to learning will make increased progress as a result of effective pastoral care and support.		
Success criteria:	Key disadvantaged pupils with emotional and mental health needs that have experienced early trauma, will receive effective, high quality support.		
Staff lead:	Inclusion manager		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><i>Increase capacity for pastoral and well-being provision and develop the "Rainbow Team". Recruit and appoint a new FT inclusion worker to work alongside Learning Mentor.</i></p> <p><i>Increased capacity will provide targeted support for key disadvantaged pupils with emotional and mental health needs that have experienced early trauma, identified and prioritised by the Inclusion lead.</i></p> <p><i>Develop a range of well-being and pastoral programmes and interventions on offer for targeted pupils with SEMH and behaviour difficulties.</i></p> <p><i>Inclusion lead to plan early intervention available for key pupils experiencing trauma to remove barriers to learning.</i></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

Light-touch review notes	Annual review notes: [Use this space to review the success of your intervention in year 1. Record whether pupils' goals were met.]		Annual review notes: [Use this space to review the success of your intervention in year 2. Record whether pupils' goals were met.]		Final review notes: [Use this space to review the overall success of your intervention. Record whether pupils' goals were met.]	
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	£28,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
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:	Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations		
Category:	Targeted academic support		
Intended outcomes:	Improved outcomes for disadvantaged pupils and the attainment gap closing further		
Success criteria:	Correct children are targeted for additional support and make accelerated progress in the core subjects		
Staff lead:	SLT / Team leaders		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><i>Assessments used to identify pupils below ARE. Team leaders coordinate planned intervention and catch-up programmes</i></p> <p><i>TAs are supported with appropriate planning to deliver high quality interventions as required. Intervention plans to be monitored to ensure correct pupils are identified and receive targeted intervention</i></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>
Light-touch review notes	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 1. Record whether pupils' goals were met.]</p>	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 2. Record whether pupils' goals were met.]</p>	<p>Final review notes:</p> <p>[Use this space to review the overall success of your intervention. Record whether pupils' goals were met.]</p>
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	£10,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
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:	One-to-one support for disadvantaged pupils: creating additional teaching and learning opportunities using TAs					
Category:	Targeted academic support					
Intended outcomes:	Improved outcomes for disadvantaged pupils and the attainment gap closing further					
Success criteria:	Correct children are targeted for additional support and make accelerated progress in the core subjects					
Staff lead:	SLT / Team leaders					
Implementation	Year 1		Year 2		Year 3	
	<p>How we will implement this intervention in year 1:</p> <p><i>Assessments used to identify pupils below ARE that require 1 – 1 support. Team leaders coordinate planned intervention and catch-up programmes.</i></p> <p><i>TAs are supported with appropriate planning to deliver high quality interventions as required. Monitoring ensures that correct pupils are identified for targeted intervention.</i></p>		<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>		<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>	
Light-touch review notes	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 1. Record whether pupils' goals were met.]</p>		<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 2. Record whether pupils' goals were met.]</p>		<p>Final review notes:</p> <p>[Use this space to review the overall success of your intervention. Record whether pupils' goals were met.]</p>	
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	£10,000	Is expenditure anticipated to	Increase <input type="checkbox"/>	Is expenditure anticipated to	Increase <input type="checkbox"/>

			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
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:	Readiness to learn: removing social and emotional barriers to learning through effective pastoral care through staff training and intervention provided by class TAs		
Category:	Wider strategies		
Intended outcomes:	Staff provide appropriate intervention to support pupil's well-being following early identification of SEMH need		
Success criteria:	Pupils with PSE barriers have positive attitude to school and learning and increased resilience		
Staff lead:	Inclusion Manager		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><i>Develop class-based provision for well-being and pastoral support for disadvantaged and vulnerable pupils through high-quality SEMH training.</i></p> <p><i>Inclusion lead identifies pupils that require early intervention and support so they are targeted before issues impact on learning and outcomes.</i></p> <p><i>Teaching assistants complete training to deliver a range of well-being interventions, supported by the Rainbow Team</i></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>
Light-touch review notes	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 1.]</p>	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 2.]</p>	<p>Final review notes:</p> <p>[Use this space to review the overall success of your intervention.]</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 type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£2000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	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"/>
			Year 2	£	Year 3	£
	Total actual expenditure:	£				

Intervention:	Attendance		
Category:	Wider Strategies		
Intended outcomes:	Improved attendance of disadvantaged pupils across the school		
Success criteria:	Persistent absenteeism of disadvantaged and vulnerable pupils is reduced and attainment and wellbeing improves.		
Staff lead:	SLT Lead		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><i>Create additional SLT capacity to provide dedicated time weekly to focus on improving attendance and fostering links with parents of disadvantaged pupils.</i></p> <p><i>Designated staff to have weekly sessions to monitor persistent absenteeism and lateness.</i></p> <p><i>Regular and early intervention for provided to support for parents and ensure that attainment and well-being gaps do not widen.</i></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>
Light-touch review notes	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 1.]</p>	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 2.]</p>	<p>Final review notes:</p> <p>[Use this space to review the overall success of your intervention.]</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 type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£ 5000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	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"/>
			Year 2	£	Year 3	£
	Total actual expenditure:	£				

Intervention:	Enrichment Provision		
Category:	Wider strategies		
Intended outcomes:	Disadvantaged pupils will not be adversely affected in school by financial difficulties experienced by parents and carers.		
Success criteria:	Ensure those pupils entitled to PP are not disadvantaged and can access enrichment opportunities		
Staff lead:	Inclusion Lead		
	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <p>Ensure parents and carers of disadvantaged pupils are aware and can access financial help as needed.</p> <p>Monitoring through the year to make sure that children in need are identified; monitoring of pupil engagement in activities, well-being checks, discussions with parents and carers.</p> <p>All pupil premium pupils will have access to at least one extra-curricular club.</p> <p>Pupil premium pupils will have equal access to extracurricular activities (a.) including residential trips (b) that will benefit their confidence and 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>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>
Light-touch review notes	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 1.]</p>	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 2.]</p>	<p>Final review notes:</p> <p>[Use this space to review the overall success of your intervention.]</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 type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£10,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	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"/>
			Year 2	£	Year 3	£
	Total actual expenditure:	£				