



3-year Long-Term Pupil Premium Strategy

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the Learning Improvement 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 improving readiness to learn. Through the RADY (Raising the Attainment of Disadvantaged Youngsters) approach, we are committed to setting high expectations for all pupils, intervening early to close gaps, and ensuring equity in access to opportunities and support. 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.

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Our priorities

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

- Pupil premium pupils make at least expected progress from their starting points.
- Gaps in phonics, reading, writing, and maths narrow across EYFS and KS1.
- Increased parental engagement and participation in school life.
- Pupil premium pupils feel happy, confident, and included in all aspects of school.
- Increase attendance for pupil premium pupils

Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
<i>Language gaps prevent pupils from accessing learning and meeting their full potential</i>	<i>Attendance data shows additional support is required to ensure every child is in school, learning ready.</i>
<i>Some pupils start school with lower levels of understanding (Cognition and learning needs)</i>	<i>Some children are not yet ready to learn at all times due to their emotional state</i>
<i>Pupils require support to develop self-belief to achieve potential</i>	<i>Reduced involvement in home learning activities</i>

Our implementation process

We focus on a small number of high-impact priorities, using evidence-based approaches and regular review cycles to ensure effectiveness. Our process follows four RADY-aligned stages:

Explore

- Identify key priorities that will raise attainment for disadvantaged pupils.

- Explore evidence-based programmes and assess their fit with our school context.
- Prioritise approaches that promote early ambition and equity.

Prepare

- Develop clear, well-structured plans with defined outcomes.
- Assess staff readiness and provide training where needed.
- Ensure all preparations are in place for successful delivery.

Deliver

- Provide ongoing support and coaching to staff.
- Reinforce training with follow-up support and monitoring.
- Ensure consistent, high-quality implementation across the school.

Sustain

- Plan from the outset for long-term sustainability and scalability.
- Celebrate and reinforce effective practice.
- Use data and pupil voice to refine and adapt provision.

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. Provide CPD for staff on adaptive teaching, early language development, and phonics.
2. Use formative assessment to identify gaps and adapt teaching accordingly.
3. Ensure PP pupils are actively engaged in lessons and receive high-quality feedback.

Targeted academic support

1. Use baseline assessments to identify PP pupils needing additional support and their barriers to learning
2. Deliver targeted interventions in phonics, early reading, and number.
3. Work closely with the SENCo to support Pupil Premium (PP) children with Special Educational Needs (SEN)

Wider strategies

1. Offer regular workshops and resources to help parents support learning at home (e.g. phonics, reading routines).
2. Ensure PP pupils have equal access to trips, clubs, and enrichment activities.

3. Provide pastoral support to build confidence, resilience, and wellbeing.
4. Make a phone call home as soon as morning registers close if a Pupil Premium child is absent, to check in, offer support, and identify any barriers to attendance.

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.

Individual targets are set for each pupil who is not on the SEN register but is in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with teachers at termly pupil progress meetings.

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 and pupil premium champion are 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 and also data from the previous year.

Our funding

Funding summary: Year 1 (2025 – 2026)					
Total number of pupils	178	PPG received per pupil	13	Indicative PPG as advised in School Budget Statement	£20,810.00
		Number of pupils eligible for PPG	£1515	Actual PPG budget	£20,810.00
Funding estimate: Year 2 (2026 – 2027)					
Estimate number of pupils	178	Estimated number of pupils eligible for PPG	13	Estimated funding	£20,810.00
Funding estimate: Year 3 (2027-2028)					
Estimate number of pupils	178	Estimated number of pupils eligible for PPG	13	Estimated funding	£20,810.00

Intervention planning in full

Activity:	Provide CPD for staff on adaptive teaching, early language development, and phonics.		
Category:	Quality of teaching		
Intended outcomes:	<ul style="list-style-type: none"> Staff will develop a deeper understanding of adaptive teaching strategies, enabling them to better meet the diverse needs of all learners, particularly disadvantaged pupils. Staff will be confident in delivering high-quality phonics and early language instruction, leading to improved outcomes in early reading and communication. Teaching will be more inclusive and responsive, with clear evidence of differentiation and scaffolding in lessons. Disadvantaged pupils will show accelerated progress in phonics and language development, narrowing the gap with their peers. 	<ul style="list-style-type: none"> Success criteria: 	<ul style="list-style-type: none"> All teaching staff complete CPD sessions and demonstrate improved confidence and competence in adaptive teaching and phonics delivery. Lesson observations and coaching records show consistent use of adaptive strategies and phonics best practice. Pupil progress data shows improved outcomes in early reading and phonics for disadvantaged pupils. The gap in phonics screening results between pupil premium and non-pupil premium pupils narrows year on year.
Staff lead:	Headteacher, SENCo & Phonics Lead		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Deliver initial CPD sessions on adaptive teaching, early language development, and phonics to all teaching staff. • Reinforce RADY principles to support high expectations and early intervention for disadvantaged pupils. • Conduct baseline assessments of staff confidence and pupil outcomes in phonics and language. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • Provide follow-up CPD focused on embedding adaptive teaching and phonics strategies. • Use coaching and collaborative planning to share best practice. • Monitor progress of disadvantaged pupils in phonics and early language development. • Refine interventions based on Year 1 outcomes and feedback. • Review staff development needs and adjust CPD accordingly. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> • Sustain and scale successful strategies across all year groups. • Provide advanced CPD for staff leading phonics and adaptive teaching. • Evaluate long-term impact on pupil outcomes and teaching quality. • Prepare for next 3-year strategy based on lessons learned. • Celebrate successes and share outcomes with stakeholders.
Light-touch review notes	<p>Annual review notes:</p> <ul style="list-style-type: none"> • 	<p>Annual review notes:</p> <ul style="list-style-type: none"> • 	<p>Final review notes:</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	£4350	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 type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£3750	Year 3	£3750
	Total anticipated expenditure:	£11850				
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:	£				

Activity:	Use formative assessment to identify gaps and adapt teaching accordingly.		
Category:	Quality of teaching		
Intended outcomes:	<ul style="list-style-type: none"> Teachers will use formative assessment consistently to identify misconceptions and gaps in learning, particularly for disadvantaged pupils. Teaching will be more responsive and tailored to individual needs, improving access to the curriculum. Disadvantaged pupils will receive timely and targeted support, leading to improved progress and attainment. Staff will feel confident in using assessment data to inform planning and adapt instruction effectively. 	Success criteria:	<ul style="list-style-type: none"> All teaching staff use formative assessment strategies regularly, as evidenced in planning, lesson observations, and pupil progress meetings. Assessment data is used to inform teaching and intervention decisions, with clear records of adaptations made. Disadvantaged pupils show improved progress in core subjects, with gaps narrowing over time. Staff feedback indicates increased confidence and effectiveness in using formative assessment to support learning.
Staff lead:	Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> Deliver CPD sessions on effective formative assessment strategies and using assessment data to inform planning Introduce consistent formative assessment tools across all year groups. Focus on disadvantaged pupils' engagement and response to formative strategies. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> Embed formative assessment practices into daily teaching routines. Conduct coaching focused on responsive teaching. Implement in-class and small-group interventions for disadvantaged pupils. Use formative data to track impact and adjust support. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> Sustain and scale successful practices across the school. Share best practice through internal CPD and mentoring. Review pupil progress data to measure long-term impact and inform future strategy.

	<ul style="list-style-type: none"> Develop intervention plans based on identified gaps. 		<ul style="list-style-type: none"> Use pupil progress meetings to evaluate impact and refine approaches. 			
Light-touch review notes	Annual review notes: <ul style="list-style-type: none"> 		Annual review notes: <ul style="list-style-type: none"> 		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	£2000	Is expenditure anticipated to increase, decrease	Increase <input type="checkbox"/> Decrease <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or	Increase <input type="checkbox"/> Decrease <input type="checkbox"/>

			or remain the same?	Remain the same <input type="checkbox"/>	remain the same?	Remain the same <input type="checkbox"/>
			Year 2	£2600	Year 3	£2300
	Total anticipated expenditure:	£6900				
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:	£				

Activity:	Ensure PP pupils are actively engaged in lessons and receive high-quality feedback.		
Category:	Quality of teaching		
Intended outcomes:	<ul style="list-style-type: none"> PP pupils are consistently engaged in learning activities, demonstrating participation, focus, and motivation across subjects. Teachers provide high-quality, timely feedback that helps PP pupils understand next steps and make progress. PP pupils are supported through responsive teaching, with adaptations made based on their needs and feedback. Staff are confident in identifying and addressing barriers to engagement, using strategies that promote inclusion and equity. PP pupils show improved outcomes, particularly in core subjects, as a result of increased engagement and effective feedback. 	Success criteria:	<ul style="list-style-type: none"> Lesson observations and learning walks show PP pupils actively participating (e.g., answering questions, contributing to discussions, completing tasks). Marking and feedback records demonstrate that PP pupils receive specific, actionable feedback that supports progress. Planning and pupil progress meetings show evidence of adaptations made to support PP pupils' engagement and learning. Pupil voice indicates that PP pupils feel supported, understand their learning targets, and know how to improve. Assessment data shows improved progress and attainment for PP pupils, with gaps narrowing over time.
Staff lead:	Headteacher and Subject Leaders		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Introduce principles of effective feedback for young learners (e.g. verbal feedback, visual cues, immediate response). • Identify current engagement levels of PP pupils through observations and pupil voice. • Review feedback practices across EYFS, Year 1, and Year 2. • Encourage use of formative assessment to guide feedback. • Coaching focused on PP engagement. • Use pupil progress meetings to discuss feedback and engagement. • Use of Leuven Scales 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • Ensure lesson plans include specific strategies for engaging PP pupils. • Use feedback to inform next steps in learning. • Use pupil voice to assess how feedback is understood and used. • Identify PP pupils who need additional support with engagement. • Implement small-group or 1:1 interventions based on feedback outcomes. • Share successful strategies in staff meetings. • Encourage peer observations focused on engagement and feedback. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> • Review progress against success criteria. • Analyze pupil outcomes and engagement data. • Celebrate and share successful case studies. • Conduct structured pupil interviews to assess impact of feedback on learning.
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£1200	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 checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£1200	Year 3	£1500
	Total anticipated expenditure:	£3900				
Actual expenditure	Year 1	£	Year 2	£0	Year 3	£0
			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:	£				

Activity:	Use baseline assessments to identify PP pupils needing additional support and their barriers to learning		
Category:	Targeted academic support		
Intended outcomes:	<ul style="list-style-type: none"> Disadvantaged pupils receive timely and tailored academic support that addresses specific gaps in learning. Support is closely aligned with classroom teaching, ensuring continuity and relevance. Staff use assessment data effectively to identify pupils in need of support and monitor progress. Interventions are evidence-informed, with clear objectives and measurable impact. Pupils receiving support make accelerated progress, particularly in core subjects (reading, writing, maths). 	Success criteria:	<ul style="list-style-type: none"> Clear identification of pupils for support based on formative and summative assessment data. Intervention records show targeted objectives, strategies used, and progress tracking. Regular reviews of pupil progress inform adaptations to support and teaching. Lesson observations and planning show links between classroom learning and intervention content. Assessment data shows improved outcomes for pupils receiving support, with gaps narrowing over time.
Staff lead:	SLT		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Use assessments to identify pupils needing support in reading, writing, and maths. • Prioritise disadvantaged pupils for early intervention. • Ensure interventions are short, focused, and linked to classroom learning. • Use of pre-teaching and precision teaching for identified pupils. • Begin tracking pupil progress using baseline and intervention data. • Use pupil progress meetings to review impact and adjust support. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • Align interventions with classroom teaching to ensure continuity. • Use formative assessment to adapt support in real time. • Provide coaching or peer support for staff delivering interventions. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> • Use pupil voice and staff feedback to evaluate effectiveness. • Continue CPD with a focus on advanced strategies (e.g. metacognition, feedback loops). • Showcase successful interventions and pupil progress.
Light-touch review notes	<p>Annual review notes:</p>	<p>Annual review notes:</p>	<p>Final review notes:</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	£1000	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	£1000	Year 3	£1000
	Total anticipated expenditure:	£3000				
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:	£				

Activity:	Deliver targeted interventions in phonics, early reading, and number.		
Category:	Targeted academic support		
Intended outcomes:	<ul style="list-style-type: none">• Pupils at risk of underachievement, especially disadvantaged pupils, receive timely and focused support in phonics, early reading, and number.• Interventions are closely aligned with classroom teaching, ensuring consistency and reinforcement of key skills.• Staff delivering interventions are confident and skilled, using evidence-informed approaches tailored to pupil needs.• Pupils make accelerated progress, closing gaps in foundational literacy and numeracy.• Assessment and pupil progress data are used effectively to identify needs, monitor impact, and adapt interventions.	Success criteria:	<ul style="list-style-type: none">• Clear identification of pupils for intervention based on assessment data and teacher observations.• Intervention records show structured plans, targeted objectives, and progress tracking.• Pupil progress meetings demonstrate impact of interventions, with adaptations made as needed.• Lesson observations and planning show alignment between classroom teaching and intervention content.• Assessment data shows improved outcomes in phonics screening, early reading fluency, and number sense.
Staff lead:	SLT and subject Leaders		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Use assessments to identify pupils needing support. • Prioritise disadvantaged pupils for early intervention. • Schedule short, frequent sessions (e.g. 15–20 minutes, 3–5 times per week) preferably in provision. • Track pupil progress using entry/exit data. • Use pupil progress meetings to review impact and adjust support. 	<p>How we will implement this intervention in year 2</p> <ul style="list-style-type: none"> • Align interventions with classroom teaching to reinforce key concepts. • Use formative assessment to adapt intervention content. • Review cycle (e.g. half-termly) to evaluate impact. • Provide coaching and peer support for intervention delivery. • Share best practice across year groups and phases. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> • Evaluate effectiveness. • Continue CPD with a focus on evidence based strategies.
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	£3700	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	£3500	Year 3	£3000
	Total anticipated expenditure:	£10200				
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:	£				

Activity:	Work closely with the SENCo to support Pupil Premium (PP) children with Special Educational Needs (SEN)		
Category:	Targeted academic support		
Intended outcomes:	<ul style="list-style-type: none"> PP pupils with SEN receive personalised, high-quality support that addresses both academic and developmental needs. Teachers and the SENCo collaborate regularly, using assessment data and professional expertise to plan and review support. Support strategies are tailored and consistent, with clear links to individual learning plans and classroom teaching. Staff confidence increases in identifying and responding to the complex needs of PP pupils with SEN. PP pupils with SEN make measurable progress, both academically and in areas such as engagement, independence, and self-esteem. 	Success criteria:	<ul style="list-style-type: none"> Regular IEP meetings between teachers, parents and the SENCo, with documented actions and pupil reviews. Individual education plans (IEPs) are in place for all PP pupils with SEN and actively inform teaching and intervention. Lesson planning and observations show clear adaptations and scaffolding for PP pupils with SEN. Assessment data shows progress in targeted areas (e.g. phonics, reading fluency, number sense, communication). Pupil voice reflects increased confidence, understanding, and enjoyment of learning. Staff feedback indicates improved confidence and effectiveness in supporting PP pupils with SEN.
Staff lead:	SENCo		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Staff CPD on identifying SEN needs within PP pupils, including speech and language, cognition, and social/emotional development. • Introduce inclusive teaching strategies and scaffolding techniques. • Analyse progress data for PP pupils with SEN. • Regular meetings between class teachers and the SENCo to review PP pupils with persistent difficulties. • IEPs monitored and feedback given by SENCo • Use assessments and observations to assess learning needs. • Prioritise PP pupils for early intervention and support. • Deliver targeted interventions in phonics, early reading, number, and communication. • Use TA support strategically • Prepare PP pupils with SEN for transition to KS2 with tailored plans and handover meetings. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • Analyse progress data for PP pupils with SEN. • Embed personalised strategies into classroom planning • Ensure interventions are aligned with classroom learning. • Introduce pupil voice activities to understand barriers and successes. • Provide coaching and peer support for staff working with PP pupils with SEN. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> • Analyse progress data for PP pupils with SEN. • Use pupil voice and staff feedback to evaluate effectiveness. • monitor and support inclusive practice. • Embed expectations into school policies • Continue CPD • Celebrate and share successful case studies.
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes: <ul style="list-style-type: none"> •

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 checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£2200	Year 3	£2700
	Total anticipated expenditure:	£6900				
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:	£				

Activity:	Offer regular workshops and resources to help parents support learning at home (e.g. phonics, reading routines).		
Category:	Wider strategies		
Intended outcomes:	<ul style="list-style-type: none"> Parents of PP children feel confident and equipped to support learning at home through practical strategies and resources. Workshops and resources are accessible, engaging, and relevant, helping families reinforce phonics, reading, and number skills. Home learning routines are strengthened, leading to improved pupil engagement, confidence, and progress. School-home partnerships are enhanced, with regular communication and shared goals for pupil development. PP pupils benefit from consistent reinforcement of key skills both at school and at home. 	Success criteria:	<ul style="list-style-type: none"> Regular workshops are delivered, with strong attendance from families of PP children. Resources (e.g. phonics guides, reading resources, number games) are distributed and used at home, as evidenced by parent feedback or pupil voice. Parent feedback indicates increased confidence and understanding of how to support learning. Pupil progress data shows improvement in targeted areas (e.g. phonics decoding, reading fluency, number recognition). Staff report improved engagement and consistency between home and school learning. Pupil voice reflects enjoyment and confidence in practising skills at home.
Staff lead:	SLT and Teachers		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Identify PP families and build relationships through informal events and communication. • Survey parents to understand barriers and preferred formats (e.g. in-person, online, short sessions). • Launch workshops on phonics, reading routines, and number games. • Provide take-home resources (e.g. sound mats, reading bookmarks, counting activities). • Use newsletters, text messages, and social media to promote workshops and share tips. • Offer translation or simplified materials where needed. • Track attendance and gather parent feedback. • Begin collecting pupil voice and progress data linked to home learning. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • Continue workshops that include practical demonstrations and hands-on activities. • Provide differentiated resources tailored to pupil needs and age/stage. Include guidance for parents on how to use them effectively. • Continue tracking attendance, feedback, and pupil progress. • Use pupil progress meetings to evaluate impact of home learning support. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> • Analyse pupil progress data and parent feedback to assess long-term impact. • Use pupil voice to understand how home learning has helped. • Refresh resources annually based on feedback. • Continue offering workshops as part of the school's core offer.
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Light-touch review notes	<p>Annual review notes:</p> <ul style="list-style-type: none">•	<p>Annual review notes:</p> <ul style="list-style-type: none">•	<p>Final review notes:</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	£1250	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 checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£1250	Year 3	£1500
	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:	£				

Activity:	Ensure PP pupils have equal access to trips, clubs, and enrichment activities		
Category:	Wider strategies		
Intended outcomes:	<ul style="list-style-type: none"> PP pupils participate fully in enrichment opportunities, including educational visits, after-school clubs, and cultural activities. Barriers to participation (e.g. cost, transport, awareness) are identified and addressed through proactive support. Parents of PP pupils are informed and encouraged to engage with enrichment opportunities for their children. PP pupils benefit from a broader curriculum experience, supporting personal development, confidence, and engagement. Staff monitor and promote equitable access, ensuring PP pupils are represented in all enrichment activities. 	Success criteria:	<ul style="list-style-type: none"> PP pupils attend trips, clubs, and enrichment activities at rates comparable to their peers. Financial support is provided where needed, and recorded transparently. Parent communication shows targeted outreach and support for PP families. Registers and participation data show increased and sustained involvement of PP pupils. Pupil voice reflects enjoyment, confidence, and a sense of inclusion in enrichment activities. Staff feedback indicates improved awareness and practice in promoting access for disadvantaged pupils.
Staff lead:	Headteacher and staff leading clubs		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Review current participation rates of PP pupils in trips, clubs, and enrichment. • Identify barriers (e.g. cost, transport, confidence, parental awareness). • Proactively encourage PP pupils to join clubs and enrichment activities. • Communicate clearly with PP families about opportunities and available support. • Offer financial support or subsidies discreetly and consistently. • Track PP pupil participation in enrichment activities. • Use pupil voice to understand interests and preferences. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • Expand the range of clubs and activities to reflect PP pupils' interests (e.g. art, nature, storytelling, sports). • Introduce lunchtime clubs for pupils who may struggle to attend after school. • Continue tracking participation and impact. • Use pupil progress meetings to discuss enrichment engagement. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> • Analyse participation data and pupil voice to assess long-term impact. • Link enrichment participation to improvements in confidence, attendance, and engagement. • Showcase PP pupil involvement in enrichment through displays, assemblies, and newsletters. • Refresh enrichment offer annually based on feedback. • Maintain funding and support systems for PP access.
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Light-touch review notes	<p>Annual review notes:</p> <ul style="list-style-type: none">•	<p>Annual review notes:</p> <ul style="list-style-type: none">•	<p>Final review notes:</p> <ul style="list-style-type: none">•
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	£2500	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	£2500	Year 3	£2500
	Total anticipated expenditure:	£7500				
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:	£				

Activity:	Provide pastoral support to build confidence, resilience, and wellbeing.		
Category:	Wider strategies		
Intended outcomes:	<ul style="list-style-type: none"> • PP pupils feel safe, valued, and supported, contributing to improved emotional wellbeing and readiness to learn. • Pastoral support helps pupils develop confidence, resilience, and self-regulation, enabling them to engage more fully in school life. • Staff identify and respond to emotional and social needs early, using nurturing approaches and targeted support. • Positive relationships are built between pupils and trusted adults, fostering a sense of belonging and security. • Improved wellbeing leads to better attendance, engagement, and progress, particularly for pupils facing disadvantage. 	Success criteria:	<ul style="list-style-type: none"> • Staff observations and pupil voice show improvements in confidence, resilience, and emotional regulation. • Attendance and engagement data show positive trends for supported PP pupils. • Classroom behaviour and participation improve, with pupils more willing to take risks and persevere. • Parent feedback reflects increased trust and appreciation for the school's support. • Staff feedback indicates confidence in delivering pastoral strategies and recognising emotional needs.
Staff lead:	SLT and SENCO		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Train staff to recognise signs of low confidence, anxiety, and emotional distress with support from MHST and Protective Behaviours with the support of Ann Seal. • Use teacher observations, Leuven scales, pupil voice, and attendance/behaviour data to identify PP pupils needing pastoral support. • Strategies for supporting social and emotional development are embedded in classroom practice. This includes use of zones of regulation, worry monsters, emotion vocabulary, calm areas, feelings books etc. • Communicate with families to understand home context and build trust. • Offer informal opportunities for parents to share concerns. • Embed wellbeing themes into PSHE, and assemblies. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • Continue to analyse data on attendance, behaviour, well being and progress for PP pupils. • Use pupil and parent voice to assess impact and areas for improvement. • Continue CPD focusing on wellbeing provision. • Showcase pupil growth through displays, assemblies, and newsletters. • Maintain and refresh wellbeing spaces and resources. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> • Review and maintain
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Light-touch review notes	<p>Annual review notes:</p> <ul style="list-style-type: none">•	<p>Annual review notes:</p> <ul style="list-style-type: none">•	<p>Final review notes:</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	£2310	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 type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£1810	Year 3	£1810
	Total anticipated expenditure:	£5930				
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:	£				

Activity:	Attendance: Make a phone call home as soon as morning registers close if a Pupil Premium child is absent, to check in, offer support, and identify any barriers to attendance.		
Category:	Wider strategies		
	<ul style="list-style-type: none"> • PP pupil absence is addressed promptly, reducing the risk of persistent absenteeism. • Staff build positive relationships with families, offering support and understanding rather than judgment. • Barriers to attendance are identified early, allowing the school to respond with appropriate support or referrals. • Parents feel supported and connected to the school, increasing trust and engagement. • PP pupils have improved attendance, leading to better access to learning and improved outcomes. 	Success criteria:	<ul style="list-style-type: none"> • Same-day phone calls are consistently made for all PP pupil absences, as recorded in attendance logs. • Records of calls and follow-up actions show support offered and barriers identified. • Attendance data for PP pupils improves over time, with reductions in persistent absence. • Parent feedback reflects appreciation for the school's proactive and supportive approach. • Pupil progress and engagement show improvement linked to better attendance. • PP attendance is at least 96%
Staff lead:	Jeanette Lovejoy and Admin Team		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> Schools expectations made clear in attendance and punctuality leaflet sent to all parents Establish a clear protocol for first hour phone calls for PP absences. Assign responsibility (e.g. office team). Begin building trust through consistent, caring contact. Track calls made and reasons for absence. Begin identifying patterns or recurring barriers Monitor attendance fortnightly Offer Early Help. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> Analyse attendance trends for PP pupils. Use data to identify pupils at risk of persistent absence. Work with families to address barriers (e.g. transport, routines, anxiety). Offer Early Help or external support where needed. Strengthen relationships through regular check-ins and positive contact. Celebrate improved attendance and effort. Refine call procedures based on feedback. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> Review attendance data over 3 years. Use pupil and parent voice to assess the impact of phone calls and support. Introduce follow-up actions (e.g. home visits) for persistent cases. Maintain a proactive, supportive culture around attendance.
Light-touch review notes	Annual review notes:	Annual review notes:	<p>Final review notes:</p> <ul style="list-style-type: none">

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£500	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input 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	£1000	Year 3	£750
	Total anticipated expenditure:	£2250				
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:	£				