



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.

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 all teaching is at least good
- Closing the attainment gap between disadvantaged pupils and their peers including in language and communication
- Providing targeted academic support for pupils who are not making the expected progress
- Increase % of families engaging in and completing home learning
- Increase punctuality and being ready to learn
- Increase aspirations and expectations of our PPG children

Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Poor language and communication skills when they start school	Arriving at school not ready to learn
New staff understanding our pedagogy (Talk for learning, coaching and continuous provision)	Social and emotional difficulties (SEMH)
Children's low aspirations	Lack of parental engagement with reading and home learning
SEND – Cognition and learning needs	Lack of experiences

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 adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices

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. New staff to have access to talk for learning, coaching and continuous provision training to improve the quality of teaching and have a consistent approach across the whole school
2. Frequent individual coaching sessions to support teachers, with a particular emphasis on literacy and vocabulary to improve the quality of teaching so that 100% of teaching is good or better by the end of year 3.
3. Support for ECT's: A termly teaching development programme which is organised by a mentor and includes high quality external CPD as well as in-house CPD to improve quality of teaching and ensure children make good progress

Targeted academic support

1. PP children receive targeted interventions that allow them to catch up with their peers and narrow the gap. Evaluated by teachers and monitored by Pupil Premium Champion and SENCO (if applicable). Access to external agencies sought for children making slower than expected progress.
2. Additional Teacher employed for half a day a week to ensure that all pupils, particularly the most vulnerable, have targeted learning so gaps are addressed.
3. Provide social and emotional support and ensure pupils are ready to learn

Wider strategies

1. Reading and home learning is made simpler for parents so reading fluency and comprehension improve, gap between Pupil Premium and peers narrows, children are engaged in their learning and

children have books at home to read. For those children who do not have the support from home, provision in school will be made.

2. Extending opportunities by supporting access to school trips, clubs, swimming, musical instrument lessons and Bug Club so they have equal access for all to curriculum opportunities and all children to have a positive start to the day.
3. All children arrive at school on time and are ready for learning

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 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 (2022 – 2023)					
Total number of pupils	179	PPG received per pupil	£1385	Indicative PPG as advised in School Budget Statement	£42,520
		Number of pupils eligible for PPG	27	Recovery Premium	£3915
				Actual PPG budget	£46435
Funding summary: Year 2 (2023 – 2024)					
Total number of pupils	178	PPG received per pupil	£1455	Indicative PPG as advised in School Budget Statement	£ 34,855
		Number of pupils eligible for PPG	21	Recovery Premium	£3045
				Actual PPG budget	£37900
Funding estimate: Year 3 (2024-2025)					
Total pupil numbers	180	PPG received per pupil	£1480	Indicative PPG as advised in School Budget Statement	£30775
		Number of pupils eligible for PPG	16	Actual PPG budget	£25860

Intervention planning in full

Intervention:	New staff to have access to talk for learning, coaching and continuous provision training		
Category:	Quality of teaching		
Intended outcomes:	New staff to have access to talk for learning, coaching and continuous provision training to improve the quality of teaching and have a consistent approach across the whole school	Success criteria:	Coaching records show every teacher has been judged as at least good with an increase in the amount of outstanding teaching seen year on year. 100% of coaching points have been achieved
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"> New teachers to observe talk for learning strategies within school and to have access to the training led by Gill Blenco. New teachers will participate in coaching as a coachee. New teachers to observe continuous provision within school and also visit another school. Cover will be provided where necessary. ECT to continue to have a comprehensive professional development program 	<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"> Opportunities for staff to become coaches in their second year with us New staff to have training 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>No new staff</p>

Light-touch review notes	Annual review notes: <ul style="list-style-type: none"> New staff had Talk for Learning and coaching training. (2 of these teachers left). Additional Talk for learning training when new staff started. All teachers participated in coaching and led coaching with the support of SLT All staff achieved 100% of coaching points ECT successfully passed second year and NQT passed her year. 		Annual review notes: <ul style="list-style-type: none"> All teachers participated in coaching and led coaching with the support of SLT All staff achieved 100% of coaching points All new staff are part of subject leader teams. Coaching was modelled and supported by members of SLT throughout the year. 		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 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 type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£4226	Year 2	£2405	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"/>
	Total anticipated expenditure:	£8226				
	Year 3	£0				
Actual expenditure	Year 1	£ 4226	Year 2	£ 2550	Year 3	£0

	Total actual expenditure:	£6776
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Intervention:	Frequent individual coaching sessions to support teachers, with a particular emphasis on literacy and vocabulary		
Category:	Quality of teaching		
Intended outcomes:	Improve the quality of teaching so that 100% of teaching is good or better by the end of year 3.	Success criteria:	Coaching records show every teacher has been judged as at least good with an increase in the amount of outstanding teaching seen year on year. 100% Coaching points are achieved each year
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"> Staff are organised into coaching teams Coaching sessions are planned for half termly. All teachers are aware of the focus in advance and understand that it is a professional conversation where they are expected to identify a coaching point and act upon it. These include coaching in lessons, with books and with planning. Coaching sessions will focus on a range of areas from the curriculum with a specific focus on LIP priorities. Coaching sessions are carried out in triads – a lead coach, a supporting coach and the coachee 	<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"> Staff are organised into coaching teams Coaching sessions are planned for half termly. All teachers are aware of the focus in advance and understand that it is a professional conversation where they are expected to identify a coaching point and act upon it. These include coaching in lessons, with books and with planning. Coaching sessions will focus on a range of areas from the curriculum with a specific focus on LIP priorities. 	<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"> Staff are organised into coaching teams Coaching sessions are planned for half termly. All teachers are aware of the focus in advance and understand that it is a professional conversation where they are expected to identify a coaching point and act upon it. These include coaching in lessons, with books and with planning. Coaching sessions will focus on a range of areas from the curriculum with a specific focus on LIP priorities.

		<ul style="list-style-type: none"> • Coaching sessions are carried out in triads – a lead coach, a supporting coach and the coachee • Additional teacher for half a day a week to support coaching cover and give time for subject leadership which includes looking at vulnerable pupils 	<ul style="list-style-type: none"> • Coaching sessions are carried out in triads – a lead coach, a supporting coach and the coachee • Additional teacher for half a day a week to support coaching cover and give time for subject leadership which includes looking at vulnerable pupils
Light-touch review notes	<p>Annual review notes:</p> <ul style="list-style-type: none"> • Staff were organised into coaching teams with an experienced coach leading each team. These teams were adapted when staffing changes happened. • Robust coaching programme in place so that each team has a focus for their coaching. This is planned for in advance and evaluation feeds into the focus for the next round. Throughout the year each team has coaching in lessons, with planning and with evidence. Coaching is always carried out in triads. • All teachers achieved 100% of their coaching points 	<p>Annual review notes:</p> <ul style="list-style-type: none"> • Staff continued to be organised into coaching teams with an experienced coach leading each team. • Robust coaching programme in place so that each team has a focus for their coaching each half term. This is planned for in advance and evaluation feeds into the focus for the next round. Throughout the year each team has coaching in lessons, with planning and with evidence. Coaching is always carried out in triads. • All teachers achieved 100% of their coaching points • All subject leaders had additional leadership time each term. 	<p>Final review notes:</p> <ul style="list-style-type: none"> • Staff continued to be organised into coaching teams with an experienced coach leading each team. • Robust coaching programme in place linked to school improvement priorities. so that each team has a focus for their coaching each half term. This is planned for in advance and evaluation feeds into the focus for the next round. Throughout the year each team has coaching in lessons, with planning and with evidence. Coaching is always carried out in triads. • All coaching had a focus on outcomes for PP children. • All teachers achieved 100% of their coaching points • All subject leaders had additional leadership time each term.

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	£2200	Year 2	£8340	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"/>
	Total anticipated expenditure:	£16240				
					Year 3	£5700
Actual expenditure	Year 1	£2200	Year 2	£ 3150	Year 3	£4215
			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:	£9565				

Intervention:	Support for ECT's: A termly teaching development programme which is organised by a mentor and includes high quality external CPD as well as in-house CPD.		
Category:	Quality of teaching		
Intended outcomes:	Improved quality of teaching and children make good progress	Success criteria:	Data shows 90% of pupils make good progress.
Staff lead:	Sarah Bull		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • A structured termly programme of professional CPD which includes internal and external agencies • Termly action plan created and reviewed 1 hr a fortnight with ECT mentor to support with school processes and development of ECT including developing pupil premium plans, identifying needs, planning interventions and evaluating impact. • Opportunity for ECT to carry out, evaluate and share own research 	<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"> • Subject leader support • Attend subject CPD 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>No ECTs this year</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>ECT had a structured support programme in place that consisted of fortnightly formal meetings with DHT. She visited other settings and invited visitors to her classroom. Supporting children's needs is a strength and an interest. She led research projects on use of now & next boards, writing opportunities outside and maths for pupil premium children. She also led staff meetings to share findings and took on next steps to implement a whole school approach.</p> <p>NQT had a structured support programme in place that consisted of weekly formal meetings with DHT and weekly support meeting with HT.</p> <p>Both successfully passed their ECT/ NQT programme.</p> <p>Reception data shows that 100% of children made expected progress in Reading and Maths. 93% made expected in writing.</p> <p>Our yr 1 data shows that 90% of children made expected progress in reading and writing and 93% in Maths.</p>	<p>Annual review notes:</p> <p>Both NQT +1 and ECT +1 took on subject leadership roles and were supported as part of a team by experienced leaders.</p> <p>ECT+1 attended PE conference. The cost is covered from PE Grant.</p> <p>Reception data and year 2 showed that 100% of children made expected progress in reading, writing and maths.</p>	<p>Final review notes:</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input 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>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	£4000	Year 2	£0	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 3	£0
	Total anticipated expenditure:	£4000				
Actual expenditure	Year 1	£6000 Increased due to additional NQT support time needed	Year 2	£0	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
					Year 3	£0
	Total actual expenditure:	£ 6000				

Intervention:	To use TA's more effectively		
Category:	Quality of teaching		
Intended outcomes:	Use TA's to maximise learning and add value to what children do	Success criteria:	Data shows 90% of pupils make good progress.
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"> 	<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"> Teachers identify adaptations needed for groups of children for whole class inputs and deploy TAs effectively TAs working with small groups in whole class inputs to meet individuals needs Whole team aware of identified barriers and how to support Where possible support in provision by resources, use of TA questioning/ modelling instead of removing for intervention 	<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"> Maximise the opportunities for children's interventions to be carried out in continuous provision rather than being taken out. Whole team aware of identified barriers by making comparisons with their RADY partner and understand how to support TAs receive weekly planning with children identified on and given the opportunity to ask questions/ clarify anything TAs provide feedback on planning/ support of children Half termly meeting with teachers and TAs to include training

		<ul style="list-style-type: none"> • TAs to give pupils the least amount of help first. Allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed. • TAs receive weekly planning with children identified on and given the opportunity to ask questions/ clarify anything • TAs provide feedback on planning/ support of children • Interventions have a structure and are planned with success criteria. Includes baseline and end assessment • Half termly team meeting with teachers and TAs • TAs attend training days 	
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Light-touch
review notes

Annual review notes:

Annual review notes:

Teachers planning identifies groups of children to support in inputs with differentiated activities.

Pupil premium plans identify barriers to learning and these are shared with TAs.

In some year groups we still had children being taken out for interventions. This is impacting their self-esteem and isn't supporting them to see links between what they have been doing and the learning in the classroom. TAs are contributing to assessments on planning. This is stronger in some year groups.

Reception data and year 2 showed that 100% of children made expected progress in reading, writing and maths. Year 1 data showed 95% made expected progress for reading and 100% for writing and maths.

Final review notes:

Children are only being taken out for interventions unless they need to be carried out 1:1 in a quiet area. However, in some cases children are still being called away from an activity they are doing rather than taking the learning to an area they are interested in.

Both teachers and TAs worked together to identify strengths and barriers to learning and make a comparison with their RADY partner.

TAs receive weekly planning with children identified on and can ask questions/ clarify anything

TAs are given the opportunity to provide feedback on planning from the support given to children

Half termly meeting with teachers and TAs happened. These have included training on RADY, Mental Health, Wellcomm, EYFS, maximising quality interactions.

Closing the Gap data for yr 2:

	<i>EYFS Word Reading</i>	<i>KS1 Reading</i>	<i>EYFS Writing</i>	<i>KS1 Writing</i>	<i>EYFS Number</i>	<i>KS1 Maths</i>
Pupil Premium	40%	50%	40%	33%	60%	67%
Non-Pupil Premium	87%	80%	76%	72%	85%	85%
Gap	-47%	-30%	-36%	-39%	-25%	-18%

Yr 1 Phonics:

Pupil Premium: 75% (3/4 children)

Non-Pupil premium: 76% (42/55 children)

Nat. Pupil premium: 67%

			<p>School: 76% (45/59 children)</p> <p><u>Closing the Gap data for yr 1:</u></p> <table><tr><td></td><td><i>EYFS Word Reading</i></td><td><i>Passing Phonics Screening</i></td></tr><tr><td>Pupil Premium</td><td>33%</td><td>75%</td></tr><tr><td>Non-Pupil Premium</td><td>78%</td><td>76%</td></tr><tr><td>Gap</td><td>-45%</td><td>-1%</td></tr></table> <p><u>GLD:</u></p> <p>Pupil Premium: 50% (4/8 children)</p> <p>Non-Pupil premium: 71% (36/51 children)</p> <p>Nat. Pupil premium: 59%</p> <p>School: 68% (40/59 children)</p>		<i>EYFS Word Reading</i>	<i>Passing Phonics Screening</i>	Pupil Premium	33%	75%	Non-Pupil Premium	78%	76%	Gap	-45%	-1%
	<i>EYFS Word Reading</i>	<i>Passing Phonics Screening</i>													
Pupil Premium	33%	75%													
Non-Pupil Premium	78%	76%													
Gap	-45%	-1%													
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 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	N/A	Year 2	£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"/>
					Year 3	£3500
	Total anticipated expenditure:	£1000				
Actual expenditure	Year 1	£N/A	Year 2	£3436	Year 3	£3515
			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:	£ 6951				

Intervention:	RADY		
Category:	Quality of teaching		
Intended outcomes:	All staff have higher expectations of PP pupils and as a result, PP children make accelerated progress	Success criteria:	Data shows 100% of PP pupils increase their ranking score.
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"> • 	<p>How we will implement this intervention in year 2</p> <ul style="list-style-type: none"> • 	<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"> • Headteacher to attend RADY training and participate in tutorials through the year • PP children ranked and have a RADY partner. Comparisons are made between achievements, attitudes to learning, life experiences. This helps to identify barriers. • RADY becomes a golden thread through all development and subject leader action plans • All PP coaching focuses on comparing RADY pairs. • All staff engaged and understand RADY • Governors aware of RADY • Poverty proof our curriculum and school day

			<ul style="list-style-type: none">• Staff understand why equality isn't enough and use strategies to promote equity through training• All teachers to receive an additional hour each term to prepare support for vulnerable children
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Light-touch review notes

Annual review notes:

Annual review notes:

Final review notes:

RADY improvements:

Rec – measured using Welcomm

Improvement	No. children
-1	1
0	2
+1	3

Yr 1 – measure using ranking – GLD - phonics

Improvement	No. children
+1	1
+2	1
+4	2

3/4 PP passed phonics screening

Yr 2 – measured against partner

We had 6 PP children. 3 were also SEN.

Achievement in Reading	No. children
Same as RADY partner	2
Below RADY partner	4

3/6 PP children achieved ARE in Reading

			<table><tr><td>Achievement in Writing</td><td>No. children</td></tr><tr><td>Same as RADY partner</td><td>2</td></tr><tr><td>Below RADY partner</td><td>4</td></tr></table> <p>2/6 PP children achieved ARE in Writing</p> <table><tr><td>Achievement in Maths</td><td>No. children</td></tr><tr><td>Same as RADY partner</td><td>4</td></tr><tr><td>Below RADY partner</td><td>2</td></tr></table> <p>4/6 PP children achieved ARE in Maths</p>	Achievement in Writing	No. children	Same as RADY partner	2	Below RADY partner	4	Achievement in Maths	No. children	Same as RADY partner	4	Below RADY partner	2
Achievement in Writing	No. children														
Same as RADY partner	2														
Below RADY partner	4														
Achievement in Maths	No. children														
Same as RADY partner	4														
Below RADY partner	2														
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	N/A	Year 2	N/A	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 3	£6350
	Total anticipated expenditure:	£1000				
Actual expenditure	Year 1	£N/A	Year 2	£N/A	Year 3	£6267
			Did expenditure increase, decrease or remain the same?		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:	£ 6267				

Intervention:	Structured interventions: Evaluated by teachers and monitored by Headteacher and SENCO (if applicable). Access to external agencies sought for children making slower than expected progress.		
Category:	Targeted academic support		
Intended outcomes:	PP children receive targeted interventions that allow them to catch up with their peers and narrow the gap	Success criteria:	All children meet at least 90% of the success criteria set for the intervention Gap between pupil premium and non-pupil premium children narrow
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"> All pupil premium children have a plan which identifies their area of need and how they are supported. Targeted interventions delivered and evaluated. These are shared with Pupil Premium Champion and SENCO if appropriate. 	<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"> All pupil premium children have a plan which identifies their area of need and how they are supported. Targeted interventions delivered and evaluated. These are shared with Pupil Premium Champion and SENCO if appropriate. 	<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"> All pupil premium children have a plan which identifies their area of need and how they are supported. Targeted interventions delivered and evaluated. These are shared with Pupil Premium Champion and SENCO if appropriate.

Light-touch
review
notes

Annual review notes:

All children have a plan that identifies area of need and how they are supported. SEND PP children focus on IEP targets.

Targeted interventions were planned for. Due to redeployment of staff to meet children's needs not all interventions were able to be carried out.

In reception we had 5 PP children, 2 of these are SEN. Data shows that the gap narrowed from baseline:

	Baseline			Summer		
	Word Reading	Writing	Number	Word Reading	Writing	Number
Gap	-55%	-39%	-39%	-47%	-36%	25%

In Yr 1 9 PP children, 1 are SEN. Staffing became more stable in the Spring term but TAs had to be redeployed to effectively support the SEMH needs of the cohort as a priority. Data showed the gap narrowed in writing.

	Autumn			Summer		
	Reading	Writing	Maths	Reading	Writing	Maths
Gap	50%	59%	22%	55%	54%	30%

In Yr 2 we had 7 PP children, 4 are SEN with 2 having EHCPs by the end of the yr. Staffing was unstable. Data showed the gap narrowed in Maths.

	Baseline			Summer		
	Reading	Writing	Maths	Reading	Writing	Maths

Annual review notes:

All children have a plan that identifies area of need and how they are supported. SEND PP children focus on IEP targets.

Targeted interventions were planned for and in the summer term these were being delivered in provision when possible.

In reception we had 3 PP children, 1 of these was SEN

Data shows that the gap narrowed from baseline in reading and number but not in writing.:

	Baseline			Summer		
	Word Reading	Writing	Number	Word Reading	Writing	Number
Gap	-29%	-63%	-41%	-27%	-71%	-20%

In year 1 we had 5 PP children, 2 of these are SEN. Data shows that the gap narrowed from previous summer in Maths:

	Autumn			Summer		
	Reading	Writing	Maths	Reading	Writing	Maths
Gap	-47%	-36%	-25%	-52%	-44%	-21%

In Yr 2 11 PP children, 4 are SEN. Data shows that the gap narrowed from previous summer

	Baseline			Summer		
	Reading	Writing	Maths	Reading	Writing	Maths

Final review notes:

All children have a plan that identifies area of need and how they are supported. SEND PP children focus on IEP targets.

Targeted interventions were planned for and where possible these were being delivered in provision.

In reception we had 8 PP children, 2 of these was SEN

Data shows that the gap narrowed from baseline in all areas:

	Baseline			Summer		
	Word Reading	Writing	Number	Word Reading	Writing	Number
Gap	-57%	-53%	-4%	-38%	-3%	-2%

In year 1 we had 3 PP children, 2 of these are SEN. Data shows that the gap narrowed from previous summer in Reading and writing but not in Maths:

	Autumn			Summer		
	Reading	Writing	Maths	Reading	Writing	Maths
Gap	-27%	-71%	-20%	-13%	-42%	-35%

In year 2 we had 6 PP children, 3 of these are SEN. Data shows that the gap narrowed from previous summer in all areas:

Anticipated expenditure	Year 1	£18217	Year 2	£16955	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 3	£5485
	Total anticipated expenditure:	£40657				
Actual expenditure	Year 1	£ 18417	Year 2	£17292	Year 3	£5775
			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:	£24908				

Intervention:	Children have support socially and emotionally		
Category:	Targeted academic support		
Intended outcomes:	Provide social and emotional support and ensure pupils are ready to learn	Success criteria:	<ul style="list-style-type: none"> • Children's social skills improve. • They are able to regulate their emotions better. • Scores on Boxalls and/or Leuven scales are more positive. • Children can access learning
Staff lead:	Headteacher 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"> • Leuven scales completed for pupil premium children that have social and emotional difficulties. • 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. • Dysregulated children return back to class ready to learn • Motional is used to plan specific interventions 	<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"> • Leuven scales completed for pupil premium children that have social and emotional difficulties. • 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. • Train a member of staff in Drawing & Talking therapy. Lead intervention. 	<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"> • Leuven scales completed for pupil premium children that have social and emotional difficulties. • 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. • Children referred to mental health in schools team • Dysregulated children return back to class ready to learn

		<ul style="list-style-type: none">Dysregulated children return back to class ready to learn	<ul style="list-style-type: none">Children to access Drawing & Talking therapy if needed.
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Light-touch review notes

Annual review notes:

- Leuven scales were completed for all children. Any with low scores had anxiety checklist completed. 4 children were referred to RISE/ school nursing team for additional support.
- Behaviour policy changed to promote positive relationships following on from Paul Dix work and relational practice by Ann Seal. Introduced 3 rules in 3 words. Staff and children using these words.
- All classrooms and wrap around care have zones of regulation and emotional literacy promoted through the curriculum. This is support by Jigsaw.
- Established the use of restorative conversations
- Motional is no longer being used.

Annual review notes:

- Leuven scales were completed for all children. Any with low scores had anxiety checklist completed. 8 children were referred to RISE/ school nursing team for additional support.
- All classrooms and wrap around care have zones of regulation and emotional literacy promoted through the curriculum. This is support by Jigsaw.
- Established the use of restorative conversations. Needs to be embedded.
- TA has been trained in Drawing & Talking and 6 children have received this therapy.

Final review notes:

- Leuven scales were completed for all children. Any with low scores had anxiety checklist completed. 8 children were referred to RISE/ school nursing team for additional support.

Leuven score data:

	Wellbeing	Involvement
Aut 1	94%	81%
Aut 2	94%	88%
Spr 1	64%	70%
Spr 2	79%	70%
Sum 1	81%	94%
Sum 2	81%	94%

35

- All classrooms and wrap around care have zones of regulation and emotional literacy promoted through the curriculum. This is support by Jigsaw.
- Drawing & Talking - 6 children have received this therapy.
- MHST – 6 children and families had support

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 type="checkbox"/> As expected <input checked="" type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£3478	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	£3000	Year 3	£3000
	Total anticipated expenditure:	£9478 – Contribution of £1980 from SEN budget in yr 1				
Actual expenditure	Year 1	£3478	Year 2	£3359	Year 3	£3535
			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 type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£10372 – Contribution of £1980 from SEN budget in yr 1				

Intervention:	Additional Teacher employed for half a day a week							
Category:	Targeted academic support							
Intended outcomes:	Additional Teacher employed for half a day a week to ensure that all pupils, particularly the most vulnerable, have targeted learning so gaps are addressed.	Success criteria:	<ul style="list-style-type: none">% of pupil premium children achieving ARE is at least in line with national.100% achieve targets on pupil premium plans or IEPs					
Staff lead:	Sarah Bull							
Implementation	Year 1	Year 2		Year 3				
	How we will implement this intervention in year 1: <ul style="list-style-type: none">Teacher to target the next steps in learning through targeted activities including play based experiences where possible delivered in the classroom.Timetabled across year groups so that each year group gets a terms worth of additional teacher time	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): <ul style="list-style-type: none">Use of additional teacher time to support coaching and subject leadership time (See above)From Summer term each teacher had an additional hours non-contact time to make resources and plan interventions		How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): <ul style="list-style-type: none">N/A – Time now given to class teachers to prepare for quality first teaching				
Light-touch review notes	Annual review notes: Each year group had one afternoon a week for a term of additional teacher time. This was impacted on by cover needed to support staffing in yr 1 and yr 2. From the interventions that happened, children’s confidence increased and teachers	Annual review notes: Data for our non-SEND PP children: Reception: <table><tr><td></td><td>PP (2 ch)</td><td>Non- PP</td></tr></table>			PP (2 ch)	Non- PP	Final review notes:	
	PP (2 ch)	Non- PP						

reported increased engagement in whole class inputs. However, this didn't transfer into achievement.

Data for our non-SEND PP children:

Reception:

	PP	Non- PP
Word Reading	66%	87%
Writing	66%	76%
Number	100%	85%
GLD	33%	74%

Yr 1:

	PP	Non- PP
Reading	50%	88%
Writing	40%	76%
Maths	100%	86%

Yr 2:

	PP	Non- PP
Reading	80%	80%
Writing	60%	78%
Maths	100%	78%

Word Reading	50%	78%
Writing	0%	73%
Number	100%	87%
GLD	0%	66%

Yr 1:

	PP (3 ch)	Non- PP
Reading	33%	85%
Writing	33%	78%
Maths	100%	87%

Yr 2:

	PP (7ch)	Non- PP
Reading	100%	94%
Writing	85%	92%
Maths	100%	92%

We have not yet seen the impact the additional time given to teachers in data as it was only introduced in the summer term.

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"/> 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 type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£6080	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	£0	Year 3	£0
	Total anticipated expenditure:	£18240				
Actual expenditure	Year 1	£ 6080	Year 2	£ 300	Year 3	£0
			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 type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£6080				

Intervention:	Parental engagement: Reading and home learning is made simpler for parents		
Category:	Wider strategies		
Intended outcomes:	Reading and home learning is made simpler for parents so reading fluency and comprehension improve, gap between Pupil Premium and peers narrows, children are engaged in their learning and children have books at home to read. For those children who do not have the support from home, provision in school will be made.	Success criteria:	<p>Increase in % of pupil children reading at home at least 3 times a week</p> <p>All children will be accessing home learning</p>
Staff lead:	Callie Richardson		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Purchase reading diaries • Continue to use Active Learn to support reading at home. • Books purchased for Pupil premium children through Booktrust 	<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"> • Purchase reading diaries • Continue to use Active Learn to support reading at home. • Introduce reading rainbow incentive • Share Book trust leaflet and video designed for supporting families with reading • Reception to lead a reading workshop for parents • Trial a story club once a week for pupil premium 	<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"> • Purchase reading diaries • Continue to use Active Learn to support reading at home. • Continue reading rainbow • Reception to lead a reading workshop for parents • Continue story club once a week for pupil premium • Share examples of home learning with the school community

		<ul style="list-style-type: none"> Set a specific home engagement task that we know the child will enjoy to promote the use of Class Dojo for sharing ie. Taking care of pets/ Miss Wood's sports challenge. 	<ul style="list-style-type: none"> Ensure children have resources they need to complete the tasks set at home.
Light-touch review notes	<p>Annual review notes:</p> <p>All children had reading diaries. Any child that is not reading regularly at home is built into 1:1 reader intervention 3 times a week.</p> <p>Books are allocated on Active Learn to support children's phonics.</p> <p>All PP children had book packs from the Booktrust.</p>	<p>Annual review notes:</p> <p>All children had reading diaries. Any child that is not reading regularly at home is built into 1:1 reader intervention 3 times a week.</p> <p>Books are allocated on Active Learn to support children's phonics.</p> <p>71% (15 children) of PP children actively participated in the Reading Rainbow and earned certificates for reading.</p> <p>100% (21 children) of PP children took part weekly in the story club and enjoyed taking it in turns to select the book for next week.</p> <p>Participation in home learning is still low. Introduced Home Learning Super Hero certificates for celebration assembly. Need to share examples of home learning with school community.</p>	<p>Final review notes:</p> <p>All children had reading diaries.</p> <p>Books are allocated on Active Learn to support children's phonics.</p> <p>65% (11 children) of PP children actively participated in the Reading Rainbow and earned certificates for reading.</p> <p>Participation in home learning is still low.</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 type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input checked="" type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£4695	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	£2600	Year 3	£1000
	Total anticipated expenditure:	£6795				
Actual expenditure	Year 1	£4695	Year 2	£3199	Year 3	£565
			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:	£8459				

Intervention:	<p>Extending opportunities: Supporting access to school trips, on-site clubs, musical instrument lessons and Bug Club.</p> <p>Supporting access to extended school time such as half term sports club</p>		
Category:	Wider strategies		
Intended outcomes:	<p>To enable equal access for all to curriculum opportunities For all children to have a positive start to the day For children to access activities in the holidays</p>	<p>Success criteria:</p>	<ul style="list-style-type: none"> • All children participate in extracurricular activities • In yr 2 pupil premium children are offered the opportunity to play a musical instrument. • Children to participate in holiday activities
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"> • Educational visits and enrichment activities funded • Children will have access to Bug Club where they can have breakfast and have a more positive start to the day 	<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"> • Educational visits and enrichment activities at a reduced cost • Children will have access to Bug Club where they can have breakfast and have a more positive start to the day • Children have access to school holiday clubs 	<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"> • Educational visits and enrichment activities at a reduced cost • Children will have access to Bug Club where they can have breakfast and have a more positive start to the day

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <ul style="list-style-type: none"> • A reduction in cost was offered to all pupil premium children for all visits • All after school were offered cost free to all children. 12 children attended these over the year. • 3 out of 7 year 2 children learned to play a musical instrument • 2 children regularly attended breakfast club to give them a positive start to the day. 	<p>Annual review notes:</p> <ul style="list-style-type: none"> • A reduction in cost was offered to all pupil premium children for all visits. • Pupil premium children were not charged for visitors into school. • All after school were offered cost free to all children. 12 children attended these over the year. • 1 out of 10 year 2 children learned to play a musical instrument • 2 children regularly attended breakfast club to give them a positive start to the day. • 1 child participated in all of the holiday camps 	<p>Final review notes:</p> <ul style="list-style-type: none"> • A reduction in cost was offered to all pupil premium children for all visits. • Pupil premium children were not charged for visitors into school. • All after school were offered cost free to all children. 12/17 have attended at least one film night. Over the year 14/17 have attended one after school event • All children had access to a range of visits
<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 type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£3214	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£3960	Year 3	£2000
	Total anticipated expenditure:	£9174				
Actual expenditure			Year 2	£4514	Year 3	£1928
	Year 1	£3259	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:	£9701				

Intervention:	Attendance: Reduction in number of targeted PP arriving late for school Increase attendance for PP children		
Category:	Wider strategies		
Intended outcomes:	All children arrive at school on time and are ready for learning PP children have at least 96% attendance	Success criteria:	Reduction in the number of lates term on term for pupil premium children Increase in attendance Gap between them and their peers narrows
Staff lead:	Jeanette Lovejoy		
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 Office staff to print off minutes late report weekly on a Friday and give to Headteacher Introduce a tiered approach to lateness After 3 lates parents attend a meeting to investigate reasons and set target 	<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"> Monitor attendance half termly Letter sent to parents when attendance drops below 95% Meet with parents when attendance drops below 90% to set targets LOA – refer all unauthorised LOA request 	<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"> Monitor attendance weekly Letter sent to parents when attendance drops below 95% Meet with parents when attendance drops below 90% to set targets LOA – refer all unauthorised LOA request Monitor lateness. After 3 lates parents attend a meeting to investigate reasons and set targets.

	<ul style="list-style-type: none">• Support given to families through school nurse referrals or Early Help if needed		
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Attendance and punctuality leaflet shared with parents.</p> <p>Reduction in lateness seen for all but 1 pupil premium child.</p> <p>Also introduced improved attendance certificates at the end of each half term.</p>	<p>Annual review notes:</p> <p>Attendance targets set for 1 PP child but improvement not seen. Family supported by school nurse and duty family support worker in addition to the support from school.</p> <p>81% (17 children) PP children had attendance over 95%.</p> <p>14% (3 children) were late more than 3 times in the year. 2 children were from the same family.</p>	<p>Final review notes:</p> <p>Early Help opened for 1 child around attendance. 1 child on CIN plan. Improvement seen towards the end of the year for both children.</p> <p>59% (10 children) PP children had attendance over 95%.</p> <p>18% (3 children) were late more than 3 times in the year.</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 type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input checked="" type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£100	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	£100	Year 3	£100
	Total anticipated expenditure:	£300				
Actual expenditure	Year 1	£60	Year 2	£100	Year 3	£60
			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:	£220				