

## **Long Term Pupil Premium Strategy, September 2020**

### **Our Philosophy**

*“Broadening horizons with love, laughter and learning.”*

Our vision statement demonstrates our commitment to educating for wisdom and aspiration with the help of the church and the community through a culture of dignity and respect. We aim to cultivate the gifts and talents of **every** child and equip them with the wisdom, knowledge and skills to live life in all its fullness: joys, celebrations, sorrows and struggles. The Pupil Premium Grant (PPG) represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements.

Overcoming barriers to learning is at the heart of our PPG use. Though the fund does not cover the full cost of our provision, we understand the need to overcome barriers for our most vulnerable children and, as such, we subsidise these strategies from our core budget. 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 Context**

St Mary’s is a **medium-sized** primary school, with 210 children on roll between 4-11 years. The school is located in Sutton in Ashfield but has no designated catchment area. Though the proportion of pupils in the school who are **known to be** eligible for the pupil premium during 2020-21 is very low at 7.7% (16 pupils), between March and September 2020, 11 additional pupils were allocated the funding, taking the expected number of eligible pupils for 2021-22 to 13% (27 children). This suggests that the recent COVID19 lockdown has had a negative economic impact for a number of families as our families. The IMD rank for Sutton in Ashfield Central is 2,363/32,844 LSOAs in England: this places it within the **10% most deprived** LSOAs nationally. Similarly, the Income Deprivation Affecting Children Index (IDACI) ranking is 1,437, again placing the area in the **10% most deprived** LSOAs nationally. Given the small percentage of children in receipt of the PPG at St Mary’s, this indicates that many of our children may benefit from it, but families may be reticent to apply.

### **Funding Priorities**

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

- Ensuring that teaching is ‘ambassadorial’ for **every** child
- Raise attainment for all children whilst closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment
- Providing opportunities for children to build ‘life experience’
- Ensuring that the PPG reaches the pupils who need it most

## Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Low levels of literacy	Poor attendance
Poor language and communication skills	Poor behaviour
Lack of school readiness	Lack of structure and boundaries at home
Critical thinking skills	Arriving at school hungry and not ready to learn
Gaps in prior knowledge	Mental health needs of child/family members
	Lack of wider life experience

## 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	Prepare	Deliver	Sustain
<ul style="list-style-type: none"> <li>Identify a key priority that we can address</li> <li>Systematically explore appropriate programmes and practices</li> <li>Examine the fit and feasibility with the school</li> </ul>	<ul style="list-style-type: none"> <li>Develop a clear, logical and well-specified plan</li> <li>Assess the readiness of the school to deliver the plan</li> <li>Make practical preparations</li> </ul>	<ul style="list-style-type: none"> <li>Support staff and solve any problems using a flexible leadership approach</li> <li>Reinforce initial training with follow-on support</li> <li>Drive faithful adoption and intelligent adaption</li> </ul>	<ul style="list-style-type: none"> <li>Plan for sustaining and scaling the intervention from the outset</li> <li>Continually acknowledge, support and reward good implementation practices</li> <li>Treat scale-up as a new implementation process</li> </ul>

## Our Layered Approach

To prioritise spending, we have adopted a layered approach to define our priorities and ensure balance. Our tiered approach comprises four categories:

1. Quality of teaching
2. Targeted academic support
3. Targeted wellbeing support
4. Wider strategies

Within each category, we have chosen up to three interventions. This focussed approach ensures the best chance of success for each intervention.

### Quality of Teaching

1. **Pedagogical professional development**: weekly CPD staff meetings for teaching staff focussed on the application of the academy's bespoke pedagogical principles across the curriculum, delivered by SLT and subject leaders. Over time, this will lead to the formation of Hubs of Excellence within the school.
2. **Targeted professional development**: additional release time for early career teachers/those who require additional support alongside the Teaching and Learning Lead.

### Targeted Academic Support

1. **Structured literacy programmes for pupils with poor oral language, communication and/or comprehension skills**: i.e. SNIP teaching programme, Toe by Toe, Nessy Reading and Spelling, Herts for Learning - Reading Fluency Project, Language Acquisition, Write from the Start, Physical Literacy and referrals to SALT. These are delivered to individuals, groups or the whole class depending on the focus and pupils' needs.
2. **1:1 tuition**: targeted English and maths teaching for pupils who are working significantly below age-related expectations, or significantly below their flightpath targets.
3. **Small group tuition**: targeted English and maths teaching for pupils who are struggling with specific aspects, working below age-related expectations, or below their flightpath targets.

### Targeted Wellbeing Support

1. **Mental Health Lead TA**: flexible timetable to analyse and meet the wellbeing needs of pupils across the school through wellbeing interventions such as Art Therapy, Cooking Therapy, Lego Therapy, Sitting like a Frog (Mindfulness).
2. **1:1 Counselling**: we employ CASY to provide a confidential counselling service to children experiencing trauma or in need of mental health support. This is based on a clear, tiered criteria.
3. **Nurture Groups**: to develop social/emotional skills in pupils who have been identified as requiring support, so that they can be fully included in whole school curriculum. This is based on a focussed entry criteria.

### Wider Strategies

1. **Breakfast Club**: access to a healthy breakfast to start the day and ensure that children are ready for learning, provision of milk and fruit
2. **Enrichment Opportunities**: subsidised educational visits and curriculum opportunities such as music lessons to give children wider life experiences
3. **Schools Behaviour and Attendance Partnership (SBAP)**: the SBAP offers bespoke training and support packages for school and families to address attendance and behaviour issues for children at risk of exclusion.

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 accessing support provided by the PPG and their progress towards achieving these targets is analysed termly – see Annex 1. Senior leaders review and discuss the progress of pupils in receipt of the PPG with teachers at least termly during 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 this strategy, and with regard to any new guidance and evidence of best practice that becomes available. The [headteacher](#) is responsible for ensuring a pupil premium strategy is always in effect; the Inclusion Manager is responsible for writing the pupil premium strategy and overseeing its execution.

## Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant’s impact on individual pupils, or on precise interventions. The school publishes its strategy for using the pupil premium on the school website. The school publishes a link to the [school and college performance tables](#) and the schools’ performance tables page on the school website. The governing body arrange for pupil premium reviews to take place regularly.

## Our Funding

Funding summary: Year 1					
Total number of pupils	209	PPG received per pupil	£1345	Indicative PPG	£21520
		Eligible Pupil Number	16	Actual PPG budget	£21520
Funding estimate: Year 2					
Estimated pupil numbers	210				
Estimated pupils eligible	27 (incl. 3x LAC @£2345 & 2x Service @£300)				
Estimated funding	£37225				
Funding estimate: Year 3					
Estimated pupil numbers	210				
Estimated pupils eligible	27 (incl. 3x LAC @£2345 & 2x Service @£300)				
Estimated funding	£37225				

## Intervention Planning in Full

Intervention:	<b>Ambassadorial teaching: pedagogical professional development</b>		
Category:	<b>Quality of Teaching</b>		
Intended outcomes:	By the end of Year 3, ensure that all teaching is ambassadorial in order to raise attainment for all children whilst closing the attainment gap between disadvantaged pupils and their peers.	<b>Success criteria:</b>	<ul style="list-style-type: none"> <li>• All children receive ambassadorial teaching</li> <li>• Disadvantaged pupils make accelerated progress when compared with their peers.</li> <li>• Increased % pupils achieve age related expectations in FS, KS1 and KS2, when compared with their baseline/previous keystage data.</li> </ul>
Staff lead:	<b>Liz Foster</b>		
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b></p> <p>We will deliver internal weekly staff CPD sessions focussed on the school's bespoke teaching and learning principles. These will be delivered by:</p> <ul style="list-style-type: none"> <li>• Teaching &amp; Learning Lead</li> <li>• Subject Leaders</li> <li>• External Advisors</li> </ul> <p>CPD sessions will be informed by leaders' QA and will link to teachers' appraisal targets/TIPS.</p>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <p>Based on the impact of weekly DPE sessions, leaders will establish 'Hubs of Excellence' for each of the bespoke principles. A lead teacher will be allocated for each area – they will support others to develop ambassadorial practice.</p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p>

<p>Light-touch review notes</p>	<p><b>Annual review notes:</b></p> <p>See CPD records.</p> <p>T&amp;L sessions focusing on bespoke principles :</p> <ul style="list-style-type: none"> <li>• Creative</li> <li>• Reflective</li> <li>• Communicative</li> <li>• Art</li> <li>• DT</li> <li>• RE</li> <li>• History</li> <li>• Geography</li> <li>• EYFS</li> <li>• Dyslexia</li> </ul> <p>P4C training for staff to support communication skills.</p> <p>Exemplification materials produced to aid accurate assessment.</p> <p>New system of CPD designed and implemented: <a href="#">Deliberate Professional Development</a> (DPE) – see career stage progression maps. Three weekly cycle of targeted professional development.</p>	<p><b>Annual review notes:</b></p>	<p><b>Final review notes:</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• <b>As expected</b> <input checked="" type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

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 X	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same X
			Year 2	£1000	Year 3	£1000
	Total anticipated expenditure:	£3000				
Actual expenditure	Year 1	£60	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<b>Ambassadorial teaching: targeted professional development</b>		
Category:	<b>Quality of teaching</b>		
Intended outcomes:	By the end of Year 3, ensure that all teaching is ambassadorial in order to raise attainment for all children whilst closing the attainment gap between disadvantaged pupils and their peers.	<b>Success criteria:</b>	<ul style="list-style-type: none"> <li>• All children receive ambassadorial teaching</li> <li>• Disadvantaged pupils make accelerated progress when compared with their peers.</li> <li>• Increased % pupils achieve age related expectations in FS, KS1 and KS2, when compared with their baseline/previous keystage data.</li> </ul>
Staff lead:	<b>Liz Foster</b>		
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b></p> <p>We will provide additional release time for early career teachers, teachers requiring support and for the Teaching and Learning Lead in order to facilitate pedagogical development meetings. In Year 1, this is expected to involve:</p> <ul style="list-style-type: none"> <li>• Liz Foster (T&amp;L Lead), weekly</li> <li>• Michelle Jenkins (NQT), weekly</li> <li>• Donna Driver (New to school) for up to six sessions.</li> </ul> <p>The focus of these sessions will be informed by leaders' QA and will link to teachers' appraisal targets/TIPS.</p>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <p>As a result of a significant staffing restructure, we will need to continue to provide additional release time for early career teachers, teachers requiring support and for the Teaching and Learning Lead in order to facilitate pedagogical development meetings. In Year 2, this is expected to involve:</p> <ul style="list-style-type: none"> <li>• Fern Morris (ECT), weekly</li> <li>• Amy Wain (ECT), weekly</li> <li>• Madeline Gabbitas (ECT), weekly</li> <li>• Liz Foster (T&amp;L Lead), weekly</li> </ul> <p>The focus of these sessions will be informed by leaders' QA and will link to teachers' appraisal targets/TIPS.</p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p> <p>We expect the need for additional release time to decrease as teachers will be further down the career path.</p>

<p>Light-touch review notes</p>	<p><b>Annual review notes:</b></p> <p>Weekly NQT meetings between LF &amp; MJ provided targeted support, until MJ's resignation in Jan, 2021.</p> <p>Support provided for DD to take on role as Y4 class teacher, following resignation of MJ. This was ongoing support from all subject leaders which enabled DD to take-over as class teacher and provide stability to the class.</p> <p>Staffing restructure will take effect from September 2021 and allow for additional release time to be arranged as necessary.</p> <p>QA showed that 57% of teaching was at an ambassadorial level.</p>	<p><b>Annual review notes:</b></p>	<p><b>Final review notes:</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input checked="" type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£8765	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease X Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease X Remain the same <input type="checkbox"/>
			Year 2	£5820	Year 3	£5325
	Total anticipated expenditure:	£19,910				
Actual expenditure	Year 1	£1680	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<b>Literacy, communication and language skills: structured literacy programmes for pupils with poor oral language, communication and/or comprehension skills</b>		
Category:	<b>Targeted Academic Support</b>		
Intended outcomes:	In Year 1 and 2, to improve pupils' language, literacy and communication skills which, by Year 3 will support the development of their critical thinking.	<b>Success criteria:</b>	<ul style="list-style-type: none"> <li>• Individual pupils' language, communication and/or comprehension skills improve from their baseline scores in relevant programmes over one term.</li> <li>• Individual pupils' apply newfound skills in the classroom context which gives rise to accelerated progress in reading, when compared with their peers, over the course of a year.</li> <li>• Individual pupils' comprehension skills give rise to improved critical thinking by Year 3.</li> </ul>
Staff lead:	<b>Marie Turner</b>		
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b></p> <p>We will purchase and deliver well-researched, structured literacy programmes designed to address children's barriers to attainment in literacy, communication and/or language.</p> <p>In year 1, this is expected to involve the purchase of, or renewal of membership to 'Nessy Reading and Spelling' &amp; 'The 5 Minute Literacy Box (KS1 &amp; KS2)'. In year 1, this is expected to involve the delivery of:</p> <ul style="list-style-type: none"> <li>• SNIP teaching programme</li> <li>• Toe by Toe</li> <li>• Nessy Reading and Spelling</li> <li>• Reading Fluency by Herts for Learning</li> <li>• Language Acquisition</li> <li>• Write from the Start</li> <li>• Physical Literacy</li> </ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <p>These interventions will be timetabled for children as appropriate. They will be led by AW and AE.</p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p>

<p>Light-touch review notes</p>	<p><b>Annual review notes:</b></p> <p>Due to Covid-19 restrictions, interventions were unable to take place as planned. However, on average, 8 disadvantaged children were supported with 1:1 adult-led intervention for 30 mins per week. Several families were provided with paper copies of interventions (SNIP/ Toe-by-toe) to complete at home.</p> <p>Children who did not attend school during lockdown were encouraged to access Nessy online from home. The annual subscription for Nessy (£300) has been renewed for the next academic year.</p> <p>It is anticipated that these interventions will start again from September, 2021 and run uninterrupted.</p>	<p><b>Annual review notes:</b></p>	<p><b>Final review notes:</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input checked="" type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£660	Is expenditure anticipated to increase, decrease or remain the same?	Increase X 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	£700	Year 3	£750
	Total anticipated expenditure:	£2110				
Actual expenditure	Year 1	£2016	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<b>Gaps in prior knowledge: 1:1 tuition in English and maths for pupils working <i>significantly</i> below age related expectations, or <i>significantly</i> below their flightpath targets (based on previous keystone/FFT).</b>		
Category:	<b>Targeted Academic Support</b>		
Intended outcomes:	By the end of Year 3, for pupils who are working significantly below age related expectations and/or their targeted flightpath outcomes, to make accelerated progress, close the attainment gap when compared with their peers and achieve their flightpath target.	<b>Success criteria:</b>	<ul style="list-style-type: none"> <li>• By Year 3, pupils achieve their flightpath target</li> <li>• Disadvantaged pupils make accelerated progress when compared with their peers.</li> </ul>
Staff lead:	<b>Marie Turner</b>		
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b></p> <p>We will deliver 1:1 tuition sessions for pupils in Y1-6 to address gaps in learning preventing them from making progress in English/Maths. These will be based on pre-assessment and class teachers' ongoing assessments. Each block will run for six weeks before evaluation. Children may access more than one block, but may be given time between blocks to consolidate learning. This allocation is in addition to 'catch up funding' for 2020-21.</p> <p>In Year 1, this is expected to 15 children who are currently working significantly below age related expectations, working 1:1 with a TA for 4x 15mins sessions per week.</p>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <p>1:1 tuition sessions will continue in year 2 to address gaps in learning. This will be led by Amy Wain (Assistant SENCO), supported by Alex Eastwood (graduate intern).</p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p>

<p>Light-touch review notes</p>	<p><b>Annual review notes:</b></p> <p>This programme of targeted academic support during academic year 2020-21 was funded by the government’s Covid catch-up premium funding (see <a href="#">Catch-up Premium Strategy Review</a>), rather than PPG as initially planned.</p> <p>We recognise that national school closures have resulted in significant gaps in learning for many pupils, particularly those from disadvantaged backgrounds. A summer catch-up programme of learning, ‘<a href="#">Destination September</a>,’ was provided to ensure that children were ready to return to school in September 2021. School laptops were provided for those families who did not have access to computers for home-learning.</p> <p>Additionally, a whole-school <a href="#">curriculum addendum</a> was put in place during Autumn Term 1, which allowed time for class teachers to make accurate assessments of gaps in learning and to support pupils’ emotional wellbeing.</p> <p>Disadvantaged pupil case studies demonstrate small steps of progress.</p>	<p><b>Annual review notes:</b></p>	<p><b>Final review notes:</b></p>
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Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li><b>Below expectations <input type="checkbox"/></b></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£5700 Hourly rate of G3 TA x 39 x 15	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease X 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 X
			Year 2	£3800 (based on 10 pupils)	Year 3	£3800 (based on 10 pupils)
	Total anticipated expenditure:	£13,300				
Actual expenditure	Year 1	£0	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<b>Gaps in prior knowledge: small group tuition in English and maths for pupils working below age related expectations, or below their flightpath targets (based on previous keystone/FFT).</b>		
Category:	<b>Targeted Academic Support</b>		
Intended outcomes:	By the end of Year 3, for pupils who are working significantly below age related expectations and/or their targeted flightpath outcomes, to make accelerated progress, close the attainment gap when compared with their peers and achieve their flightpath target.	<b>Success criteria:</b>	<ul style="list-style-type: none"> <li>• By Year 3, pupils achieve their flightpath target</li> <li>• Disadvantaged pupils make accelerated progress when compared with their peers.</li> </ul>
Staff lead:	<b>Marie Turner</b>		
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b></p> <p>We will deliver small group tuition to support pupils in Y1-6 to address the gaps in learning which are preventing them from making progress in either English or Maths. These will be based on pre-assessment and class teachers' ongoing assessments. Each block will run for six weeks before evaluation. Children are likely to access more than one block, but may be given time between blocks to consolidate learning. In Year 1, this is expected to involve 4x 15 mins session per week for 2 groups (1x Eng, 1xMaths) from Y1-6.</p>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <p>Small group tuition sessions will continue in year 2 to address gaps in learning. This will be led by Amy Wain (Assistant SENCO), supported by Alex Eastwood (graduate intern).</p> <p>Assistant SENCO: £11,700</p> <p>Graduate Intern: £11,000</p> <p>Intervention timetable in place from 27.9.21</p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p>

<p>Light-touch review notes</p>	<p><b>Annual review notes:</b></p> <p>This programme of targeted academic support during academic year 2020-21 was funded by the government's Covid catch-up premium funding (see <a href="#">Catch-up Premium Strategy Review</a>), rather than PPG as initially planned.</p>	<p><b>Annual review notes:</b></p>	<p><b>Final review notes:</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• <b>Below expectations <input type="checkbox"/></b></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£4560 Hourly rate of G3 TA x 39 x 12	Is expenditure anticipated to increase, decrease or remain the same?	Increase X 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 X
			Year 2	£12350 No catch up funding provided after 2020-21	Year 3	£ £12350
	Total anticipated expenditure:	£29,260				
Actual expenditure	Year 1	£0	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<b>Mental Health Needs: Mental Health Lead support, enabling children to access wellbeing interventions appropriate to their needs</b>		
Category:	<b>Targeted wellbeing support</b>		
Intended outcomes:	Evidence (Young Minds, 2020) shows mental health and wellbeing programmes can lead to significant improvements in children's mental health, and social and emotional skills. It is our aim by year 3 that identified children experience improvements in their mental health and wellbeing.	<b>Success criteria:</b>	<ul style="list-style-type: none"> <li>✓ Class teachers note increased engagement of identified children in classroom learning sessions when compared to pre-counselling (Rupani et al., 2013)</li> <li>✓ Reduced exclusions, (or reduced risk), for identified pupils (Banerjee et al., 2014)</li> <li>✓ Improved % attendance of targeted pupils (Pybis et al., 2012)</li> <li>✓ Reduced 'orange' and 'red' level behavioural incidents from identified children (see behaviour policy)</li> <li>✓ Evidence of academic progress – e.g. precision teaching graphs, Boxhall profiles, OTrack attainment</li> </ul>
Staff lead:	<b>Samantha Hovell</b>		
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b></p> <p>We will fund a member of staff to take on the role of G4 Mental Health and Wellbeing Lead. The role will carry a flexible timetable to enable school to be responsive to child need, and to run wellbeing interventions, based on the needs of children, for four mornings per week. Interventions will be monitored with clear entry and exit assessments to enable leaders to evaluate their impact. Interventions offered will be:</p> <ul style="list-style-type: none"> <li>✓ <b>SLAF (Mindfulness), Lego Therapy, Art Therapy, Cooking therapy, Funfit, Nursery Rhyme Therapy</b></li> </ul> <p>We will also fund additional hours to facilitate TA training for the following interventions:</p> <ul style="list-style-type: none"> <li>✓ <b>Queen Bees, Emotions through Nursery Rhymes, My Inside Out.</b></li> </ul> <p>This will enable class TAs to deliver interventions and support social distancing bubbles</p>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <p>Subject to successful impact reviews, in year 2, we plan to extend the interventions offered to include be:</p> <ul style="list-style-type: none"> <li>• Peer massage (currently unavailable due to COVID19 restrictions)</li> <li>• Queen Bees</li> <li>• Eggspression</li> <li>• My Inside Out</li> </ul> <p>We will provide further TA training on other appropriate interventions as available.</p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p>

<p>Light-touch review notes</p>	<p><b>Annual review notes:</b></p> <p>TA training was completed in Autumn 2020.</p> <p>Group sessions were unable to be delivered due to the Covid-19 school closures and class bubbles.</p> <p>A new role was created for September 2021 following a staffing restructure- KS1 Wellbeing and Mental Health lead.</p>	<p><b>Annual review notes:</b></p>	<p><b>Final review notes:</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input checked="" type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£11500	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same X	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same X
			Year 2	£11500	Year 3	£11500
	Total anticipated expenditure:	£34,500				
Actual expenditure	Year 1	£11,100	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<b>Mental Health Needs: 1:1 Counselling with CASY</b>		
Category:	<b>Targeted Wellbeing Support</b>		
Intended outcomes:	<p>Experiencing a mental health problem in childhood is one of the biggest barriers to achieving well-being and yet only one quarter of children affected are getting specialist help (Green et al, 2005). By offering professional counselling services, we aim to provide support to children experiencing trauma or poor mental health to enable them to overcome barriers to engagement in learning.</p>	<p><b>Success criteria:</b></p>	<ul style="list-style-type: none"> <li>✓ Class teachers note increased engagement of identified children in classroom learning sessions when compared to pre-counselling (Rupani et al., 2013)</li> <li>✓ Reduced exclusions, or reduced risk of exclusion, for identified pupils (Banerjee et al., 2014)</li> <li>✓ Improved % attendance of targeted pupils (Pybis et al., 2012)</li> <li>✓ Reduced 'orange' and 'red' level behavioural incidents from identified children (see behaviour policy)</li> <li>✓ Evidence of academic progress – e.g. precision teaching graphs, Boxhall profiles, OTrack attainment</li> </ul>
Staff lead:	<b>Marie Turner</b>		
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b></p> <p>We will provide access to 1:1 counselling sessions for 1 day per week with an external, trained counsellor who will support pupils' mental well-being.</p> <p>Pupils will access an initial 8 week programme following a referral from parents and/or staff and will be prioritised using a tiered entry criteria.</p> <p>Impact will be reported to the SENCO after each course of counselling, for each individual.</p>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <p>We will continue to provide CASY counselling for pupils, through self-/ parental-referrals.</p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p>

<p>Light-touch review notes</p>	<p><b>Annual review notes:</b></p> <p>In total, 211 hours of counselling were offered to 26 children during the academic year 2020-21.</p> <p>Parent/ pupil voice survey suggest that the counselling service is highly valued and supports children in dealing with their emotions.</p> <p>Hours that were lost due to the first national lockdown were made up during academic year 2020-21, enabling support to be provided for pupils whose mental health/ wellbeing had suffered.</p>	<p><b>Annual review notes:</b></p>	<p><b>Final review notes:</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• <b>As expected <input checked="" type="checkbox"/></b></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£4750	Is expenditure anticipated to increase, decrease or remain the same?	Increase X 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 X
			Year 2	£9,500	Year 3	£9,500
	Total anticipated expenditure:	£23,750				
Actual expenditure	Year 1	£4750	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<b>Mental health needs and structure: Nurture Groups</b>		
Category:	<b>Targeted Wellbeing Support</b>		
Intended outcomes:	<p>Research shows that nurture groups help develop affective bonds and help create a whole school nurturing ethos (Binnie and Allen 2008; Cooper 2001). By year 3, we want identified children to better manage their emotions (Cooper and Whitebread 2007) and to be able to empathise effectively (Sanders 2007). As a result, we hope that children’s self-esteem will grow and engagement increase resulting in reduced behaviour incidents and risk of exclusion. This will provide a positive and supportive learning environment across the school for all pupils.</p>	<b>Success criteria:</b>	<ul style="list-style-type: none"> <li>✓ Class teachers note increased engagement of identified children in classroom learning sessions when compared to pre-counselling (Rupani et al., 2013)</li> <li>✓ Children and young people develop confidence and self-esteem and learn to take pride in their work and in behaving positively (Kearney 2005).</li> <li>✓ Reduced exclusions (or risk of) for identified pupils (Banerjee et al., 2014)</li> <li>✓ Improved % attendance of targeted pupils (Pybis et al., 2012)</li> <li>✓ Reduced behaviour incidents from identified children, (Sloan et al. 2016).</li> <li>✓ Evidence of academic progress – e.g. Boxhall profiles, OTrack attainment</li> <li>✓ Parents report positive impact on relationships at home (Pyle 2015)</li> </ul>
Staff lead:	<b>Samantha Hovell</b>		
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b></p> <p>We will fund two TAs to lead Nurture Groups for four afternoons per week. A clear entry &amp; exit criteria will be followed and children will be assessed termly using Boxall Profiles. Children will access two afternoons per week to enable two separate groups to run and address slightly differing needs of the cohorts.</p>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <p>Children’s emotional wellbeing will be monitored using ‘Motional’. Those who require intervention will be provided with tailored support.</p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p>

<p>Light-touch review notes</p>	<p><b>Annual review notes:</b></p> <p>The nurture programme was adjusted due to Covid-19 restrictions. Children who required support were given support specific to their needs within the classroom bubble.</p> <p>After careful consideration regarding the wellbeing needs of the current cohort, the nurture strategy has been changed for Year 2. A dedicated nurture group is unnecessary at this point; instead, children will have access to nurturing activities on a 1:1 or small group basis, as necessary.</p> <p>The assessment of vulnerable children will change from the use of Boxall profiles to Motional, from November 2021.</p>	<p><b>Annual review notes:</b></p>	<p><b>Final review notes:</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£15800	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same X	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same X
			Year 2	£15800	Year 3	£15800
	Total anticipated expenditure:	£47,400				
Actual expenditure	Year 1	£5,880	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<b>Readiness to learn: subsidised breakfast club to provide all pupils with a nutritious breakfast, free to those who are eligible for FSM.</b>		
Category:	<b>Wider strategies</b>		
Intended outcomes:	<p>Schools reported perceived <b>impacts</b> in terms of reducing hunger, improved concentration and behaviour, and saw <b>breakfast clubs</b> as helping pupils to develop social skills (Graham et al., 2017) We aim to ensure that all children start the day with a healthy breakfast, enabling good concentration and behaviour. This will be continued through the day with the provision of milk and fruit to enable continued engagement in learning.</p>	<b>Success criteria:</b>	<ul style="list-style-type: none"> <li>✓ Free, healthy breakfast offered to all disadvantaged children.</li> <li>✓ Access to healthy breakfast for all children</li> <li>✓ At least 50% of breakfast club attendees to be FSM eligible (42% national average during 2017 research for gov.uk by Graham et al., 2017)</li> <li>✓ Improved % attendance of targeted pupils</li> </ul>
Staff lead:	<b>Karen Ward and Rachel Watson</b>		
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b></p> <p>We will provide a daily breakfast club between 7.45 - 9.15am offering a range of healthy options for breakfast. This will be staffed by three midday supervisors. The club will be fully subsidised for all children eligible for PPG, including pupils that the school has not yet received funding for.</p> <p>Due to COVID restrictions pre-booking will be required in order to manage 'bubbles' and numbers will be limited to 30.</p>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <p>In year 2, the timings are likely to revert to 7.30-8.45am and an increased number of children will be able to attend; this is dependent on COVID19 restrictions and guidance.</p> <p>Fresh fruit will be provided for all pupils from September, 2021.</p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p>

<p>Light-touch review notes</p>	<p><b>Annual review notes:</b></p> <p>Breakfast club continues to be popular and is generally fully subscribed.</p> <p>During lockdown, numbers attending breakfast club had to be limited.</p> <p>On average, 15 disadvantaged pupils attended breakfast club, free of charge. In addition, 2 disadvantaged pupils were provided with snacks from breakfast club when they came to school hungry.</p> <p>Free milk is provided for any children eligible for PPG.</p>	<p><b>Annual review notes:</b></p>	<p><b>Final review notes:</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input checked="" type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£ 12600	Is expenditure anticipated to increase, decrease or remain the same?	Increase X 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 X
			Year 2	£15000	Year 3	£15000
	Total anticipated expenditure:	£42600				
Actual expenditure	Year 1	£5,240	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<b>Wider life experience: subsidised enrichment opportunities such as educational visits, enrichment clubs</b>		
Category:	<b>Wider strategies</b>		
Intended outcomes:	All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. The impact of both sports and arts participation on academic learning appears to be positive (EEF, 2020), accelerating progress by approximately 2 months. We aim to enable all children to experience a culturally rich education and encourage participation in the arts and sports both for their own sake, and to encourage the development of high self-esteem, confidence and resilience.	<b>Success criteria:</b>	<ul style="list-style-type: none"> <li>✓ Uptake of the 'Extra-Curricular Offer' is high: pupil voice informs provision and at least 75% DPs attended at least one enrichment opportunity per term.</li> <li>✓ Evaluations show that children enjoy the clubs and that this is reflected in improvements to their attitudes to learning and increased engagement in the classroom</li> <li>✓ Teachers report improvements in identified children's confidence, self-esteem and/or resilience</li> <li>✓ Improved % attendance of targeted pupils</li> </ul>
Staff lead:	<b>Rachel Watson &amp; Sarah Pearson</b>		
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b></p> <p>We will offer all children a range of educational visits and <a href="#">core experiences</a> across the year. We will also offer a termly <a href="#">enrichment programme</a>. All of these experiences will be fully subsidised for pupils in receipt of PPG.</p>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <p>A full programme of educational visits, core experiences and termly enrichment clubs will take place during academic year 2021-22. All of these experiences will be fully subsidised for pupils in receipt of PPG.</p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p>

<p>Light-touch review notes</p>	<p><b>Annual review notes:</b></p> <p>Educational visits were suspended during the Covid-19 restrictions so far less school trips took place in during 2020-2021.</p> <p>Enrichment clubs initially took place in class bubbles and focused on wellbeing. In the Summer term, we were able to provide a variety of afterschool clubs, including The Archbishop of York Youth Leaders scheme and dance club, with an external provider.</p>	<p><b>Annual review notes:</b></p>	<p><b>Final review notes:</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input checked="" type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£2000	Is expenditure anticipated to increase, decrease or remain the same?	Increase X 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 X
			Year 2	£3000	Year 3	£3000
	Total anticipated expenditure:	£8000				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£2,368	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<b>Attendance, behaviour &amp; home structure: bespoke support packages by SBAP for pupils at risk of exclusion</b>		
Category:	<b>Wider strategies</b>		
Intended outcomes:	Through engagement with the SBAP, we aim to improve the behaviour and attendance of targeted pupils, thus reducing their risk of exclusion and increasing the amount of time accessing high quality teaching and enabling accelerated progress.	<b>Success criteria:</b>	<ul style="list-style-type: none"> <li>• Class teachers note increased engagement of identified children in classroom learning</li> <li>• Reduced exclusions (or risk of) for identified pupils</li> <li>• Improved % attendance of targeted pupils</li> <li>• Reduced behaviour incidents from identified children</li> <li>• Evidence of academic progress – e.g. OTrack attainment</li> <li>• Parents report positive impact on relationships at home (Pyle 2015)</li> </ul>
Staff lead:	<b>Marie Turner</b>		
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b></p> <p>The school will pay into the North Ashfield SBAP and complete referrals as required for pupils displaying concerning behaviours who may become at risk of exclusion.</p> <p>The school will facilitate bespoke work with the SBAP and act on advice given. We will work with parents and families to overcome barriers to attendance.</p>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <p>The school will pay into the North Ashfield SBAP and complete referrals as required for pupils displaying concerning behaviours who may become at risk of exclusion.</p> <p>The school will facilitate bespoke work with the SBAP and act on advice given. We will work with parents and families to overcome barriers to attendance.</p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p>

<p>Light-touch review notes</p>	<p><b>Annual review notes:</b></p> <p>No referrals were necessary for concerning behaviours or exclusions this year.</p> <p>SBAP have provided support for a family experiencing bereavement of a parent, with significant mental health concerns. This is ongoing.</p> <p>Attendance concerns for one family were referred to Educational Enforcement by school. This family has since moved away from the area.</p>	<p><b>Annual review notes:</b></p>	<p><b>Final review notes:</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• <b>As expected <input checked="" type="checkbox"/></b></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£210	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same X	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same X
			Year 2	£210	Year 3	£210
	Total anticipated expenditure:	£630				
Actual expenditure	Year 1	£210	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:	£				

### 3 Year Spending Summary

Total anticipated expenditure	Year 1	£67,545	Is expenditure anticipated to increase, decrease or remain the same?	Increase X 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 X Remain the same <input type="checkbox"/>
			Year 2	£78,671	Year 3	£78,235
Total anticipated PPG funding comparison	Year 1	£21,520	Year 2	£37,225	Year 3	£37,225
Total actual expenditure	Year 1	£31,588	Year 2		Year 3	

Appendix A – PPG Provision Map