



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 attendance and punctuality
- 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	Poor attendance and punctuality
New staff understanding our pedagogy (Talk for learning, coaching and continuous provision)	Social and emotional difficulties
Low aspirations	Lack of parental engagement with reading and home learning
SEND	Arriving at school not ready to learn

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. Professional development: New staff to have access to talk for learning, coaching and continuous provision training.
2. Professional development: Frequent individual coaching sessions to support teachers, with a particular emphasis on literacy and vocabulary
3. Support for NQT's: A termly teaching development programme which is organised by a mentor and includes high quality external CPD as well as in-house CPD.

Targeted academic support

1. Structured interventions: 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. Nurture Group: Provide social and emotional support and ensure pupils are ready to learn when integrated back into the classroom.

3. Additional TA in Reception: To ensure that all pupils, particularly the most vulnerable, are well supported in their early learning and that good communication skills are modelled.

Wider strategies

1. Parental engagement: Reading and home learning is made simpler for parents
2. Extending opportunities: Supporting access to school trips, clubs, swimming, musical instrument lessons and Bug Club.
3. Attendance: Reduction in number of targeted PP arriving late for school

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					
Total number of pupils	175	PPG received per pupil	£1320	Indicative PPG as advised in School Budget Statement	£41650
		Number of pupils eligible for PPG	29	Actual PPG budget	£39900
Funding estimate: Year 2					
Estimated pupil numbers	175				
Estimated number of pupils eligible for PPG	22				
Estimated funding	£29040				
Funding estimate: Year 3					
Estimated pupil numbers	175				
Estimated number of pupils eligible for PPG	20				
Estimated funding	£26400				

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:	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.
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. 	<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> <ul style="list-style-type: none"> • Opportunities for staff to become coaches in their second year with us • New staff to have training

<p>Light-touch review notes</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 1.]</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 2.]</p>	<p>Final review notes: [Use this space to review the overall success of your intervention.]</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input 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	£3600	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	£3200	Year 3	£3200
	Total anticipated expenditure:	£10000				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	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.
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"> 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 vocabulary (LIP priority). 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"> 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 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> 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>Light-touch review notes</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 1.]</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 2.]</p>	<p>Final review notes: [Use this space to review the overall success of your intervention.]</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input 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	£1400	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	£1400	Year 3	£1400
	Total anticipated expenditure:	£4200				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Support for NQT'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:	Hayley Ramsey		
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 week with NQT mentor to support with school processes and development of NQT including developing pupil premium plans, identifying needs, planning interventions and evaluating impact. 	<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>Light-touch review notes</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 1.]</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 2.]</p>	<p>Final review notes: [Use this space to review the overall success of your intervention.]</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input 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	£4000	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 type="checkbox"/>
			Year 2	£2000	Year 3	£
	Total anticipated expenditure:	£6000				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Structured interventions: 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.		
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:	Danielle Lindon		
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.

<p>Light-touch review notes</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 1. Record whether pupils' goals were met.]</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 2. Record whether pupils' goals were met.]</p>	<p>Final review notes: [Use this space to review the overall success of your intervention. Record whether pupils' goals were met.]</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input 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	£1928	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	£1704	Year 3	£1640
	Total anticipated expenditure:	£5272				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Nurture Group: Provide social and emotional support and ensure pupils are ready to learn when integrated back into the classroom.		
Category:	Targeted academic support		
Intended outcomes:	<p>Children have support socially and emotionally in a small group. Over a maximum of 4 terms they are integrated back into the classroom successfully.</p>	<p>Success criteria:</p>	<ul style="list-style-type: none"> • Children’s social skills improve. • They are able to regulate their emotions better. • Scores on Boxhalls are more positive. • Children reintegrate successfully.
Staff lead:	Danielle Lindon		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Boxhalls completed for pupil premium children that have social and emotional difficulties. • Children selected for nurture and attend for 4 afternoons a week. • Progress is monitored termly and Boxhalls are completed when staff feel children are ready for reintegration. • Children return back to class full time and are more positive about learning. • Train an additional member of staff to cover for absence 	<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"> • Boxhalls completed for pupil premium children that have social and emotional difficulties. • Children selected for nurture and attend for 4 afternoons a week. • Progress is monitored termly and Boxhalls are completed when staff feel children are ready for reintegration. • Children return back to class full time and are more positive about learning. 	<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"> • Boxhalls completed for pupil premium children that have social and emotional difficulties. • Children selected for nurture and attend for 4 afternoons a week. • Progress is monitored termly and Boxhalls are completed when staff feel children are ready for reintegration. • Children return back to class full time and are more positive about learning.

<p>Light-touch review notes</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 1. Record whether pupils' goals were met.]</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 2. Record whether pupils' goals were met.]</p>	<p>Final review notes: [Use this space to review the overall success of your intervention. Record whether pupils' goals were met.]</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input 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	£10503 (£4120 funded from SEN budget)	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/>	
				Decrease <input checked="" type="checkbox"/>			Decrease <input type="checkbox"/>
			Year 2		Remain the same <input type="checkbox"/>	Year 3	Remain the same <input checked="" type="checkbox"/>
				£10240 (£4120 funded from SEN budget)		£10240 (£4120 funded from SEN budget)	
	Total anticipated expenditure:	£30720 (£15360 funded from SEN budget)					
Actual expenditure	Year 1	£	Year 2	£	Year 3	£	
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/>	
				Decreased <input type="checkbox"/>		Decreased <input type="checkbox"/>	
				Remained the same <input type="checkbox"/>		Remained the same <input type="checkbox"/>	
	Total actual expenditure:	£					

Intervention:	Additional TA in Reception: To ensure that all pupils, particularly the most vulnerable, are well supported in their early learning and that good communication skills are modelled.		
Category:	Targeted academic support		
Intended outcomes:	Children settle quickly. Learning and communication skills are modelled effectively and children use these strategies.	Success criteria:	<ul style="list-style-type: none"> • % of children achieving GLD is at least in line with national • At least 90% make 3 steps 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"> • Additional TA deployed to work in Reception. This allows for an adult to target the next steps in learning alongside the children through play at an area they are interested in. These can be modelled and supported. 	<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"> • Additional TA deployed to work in Reception in the morning. This allows for an adult to target the next steps in learning alongside the children through play at an area they are interested in. These can be modelled and supported. 	<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"> • Additional TA deployed to work in Reception in the morning. This allows for an adult to target the next steps in learning alongside the children through play at an area they are interested in. These can be modelled and supported.

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 1. Record whether pupils' goals were met.]</p>	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 2. Record whether pupils' goals were met.]</p>	<p>Final review notes:</p> <p>[Use this space to review the overall success of your intervention. Record whether pupils' goals were met.]</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input 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	£16256	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	£8128	Year 3	£8128
	Total anticipated expenditure:	£32512				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Parental engagement: Reading and home learning is made simpler for parents		
Category:	Wider strategies		
Intended outcomes:	Reading fluency and comprehension to improve Gap between Pupil Premium and peers narrows Children are engaged in their learning	Success criteria:	Increase in % of pupil children reading at home at least 3 times a week All children will be accessing home learning
Staff lead:	Hayley Ramsey		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: <ul style="list-style-type: none"> • Introduce a reading diary where parents initial a date. Included key questions for parents to use to support reading. • Children to have a homework bingo grid each term that covers practical tasks as well as written tasks. • Any pupil premium children not reading 3 times at home is targeted in school. 	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"> • Review system by seeking parent and pupil feedback and adjust 	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

<p>Light-touch review notes</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 1.]</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 2.]</p>	<p>Final review notes: [Use this space to review the overall success of your intervention.]</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input 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	£1908	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	£1908	Year 3	£1908
	Total anticipated expenditure:	£5724				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Extending opportunities: Supporting access to school trips, clubs, swimming, musical instrument lessons and Bug Club.		
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</p>	<p>Success criteria:</p>	<ul style="list-style-type: none"> • All children participate in extracurricular activities • In yr 2 pupil premium children go swimming • In yr 2 pupil premium children are offered the opportunity to play a musical instrument.
Staff lead:	Danielle Lindon		
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 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 3 (in light of the year 2 light-touch annual review):</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>Light-touch review notes</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 1.]</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 2.]</p>	<p>Final review notes: [Use this space to review the overall success of your intervention.]</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input 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	£4113	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	£4030	Year 3	£3456
	Total anticipated expenditure:	£11599				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Attendance: Reduction in number of targeted PP arriving late for school		
Category:	Wider strategies		
Intended outcomes:	All children arrive at school on time and are ready for learning	Success criteria:	Reduction in the number of lates term on term for pupil premium children 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 • Support given to families through school nurse referrals or Early Help if needed 	<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"> • Evaluate and adapt as necessary 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 1.]</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 2.]</p>	<p>Final review notes: [Use this space to review the overall success of your intervention.]</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input 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	£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	£	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:	£				