



Pupil Premium Strategy Statement: St Teresa's Catholic Primary Academy

Action Plan - April 2019 - April 2022

3-Year Long-Term Pupil Premium Strategy

This strategy is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF).

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Development 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 an 'outstanding' teacher is in every class
- Closing any attainment or progress gaps 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 such as attendance, behaviour and access to extra-curricular activities
- Ensuring that the PPG reaches the pupils who need it most

Barriers to future attainment

Various data sources that can help to identify barriers to attainment in schools including: 'Get information about schools' (GIAS); the Education Endowment Foundation (EEF) Families of School database; FFT Aspire; staff and pupil consultations; attendance records; recent school Ofsted reports and guidance. The table below gives examples of some of the barriers for learning for our disadvantaged pupils.

Academic barriers to attainment	Non-academic barriers to attainment
Low levels of literacy	Poor attendance
Poor levels of vocabulary	Environmental surroundings
English as an Additional Language	Home surrounding
Poor language and communication skills	Poor behaviour
'Outstanding' teaching not present in every classroom	Lack of parental engagement
Lack of targeted support	Arriving at school hungry and not ready to learn

Lack of school readiness	Lack of focus and confidence due to poor mental health and wellbeing
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Our implementation process

We believe in selecting a small number of priorities, based on need and the small budget we receive, in order to give 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
- Treat scale-up as a new implementation process

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. Quality First Teaching
2. Targeted Academic Support
3. Wider strategies

Within each category, we have chosen a limited number of strategies and interventions. This focussed approach ensures the best chance of success for each intervention.

Quality First Teaching

1. Reading is at the centre of the curriculum: staff CPD and enhanced resources to engage all children and diminish the progress differential between PP and all children from 2018/19 data.

2. Pupil Progress monitoring ensures children make good progress as learning is tailored to need, therefore reducing barriers.

3. Staff training provides education effectively delivered using a metacognitive approach enabling children to develop strategies of effective learners thus reducing barriers to learning.

Targeted academic support

1. Structured intervening in learning – SENDCO: Introducing vocabulary interventions for pupils with poor oral language and communication skills
2. Small group tuition: Pre-teaching/re-teaching children who require additional input to effectively access Quality First Teaching; Homework Club
3. One-to-one support: Creating additional teaching and learning opportunities using TAs

Wider strategies

1. Equality of opportunity: financial support enabling children to have fair access extra-curricular activities
2. Readiness to learn: Support with uniform & wraparound care
3. Attendance: Attendance strategy resources and SENDCO time to foster links with parents

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 at termly Pupil Progress Meetings with the class teacher.

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 Principal is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

Our funding

Funding summary: Year 1					
Total number of pupils	193	PPG received per pupil	£ 1320 or £1700 PP+	Indicative PPG as advised in School Budget Statement	£ 104,100 approx
		Number of pupils eligible for PPG	76 (40%) 3PP+ (1.5%)	Actual PPG budget	£ 99,000
Funding estimate: Year 2					
Estimated pupil numbers	210				
Estimated number of pupils eligible for PPG	80				
Estimated funding	£ 105,600				
Funding estimate: Year 3					
Estimated pupil numbers	210				
Estimated number of pupils eligible for PPG	85				
Estimated funding	£ 112,200				

2. Performance of Disadvantaged Pupils at END of EYFS				
	2019	2018	2017	2016
% of disadvantaged pupils achieving GLD	75%	60%	45%	80%
% of disadvantaged pupils achieving expected in Reading	78%	60%	36%	83%
% of disadvantaged pupils achieving expected in Writing	77%	60%	18%	100%
% of disadvantaged pupils achieving expected in Maths	77%	65%	45%	83%

2. Performance of Disadvantaged Pupils at Phonic Check				
	2019	2018	2017	2016
% of disadvantaged pupils achieving Phonic Standard Year 1	78%	70%	60%	100%
% of disadvantaged pupils achieving Phonic Standard Year 2	80%	50%	N/A	N/A

2. Performance of Disadvantaged Pupils at END of KS1				
	2019	2018	2017	2016
% of disadvantaged pupils achieving the expected standard and above in Reading	40%	38%	91%	50%
% of disadvantaged pupils achieving the expected standard and above in Writing	40%	63%	91%	25%
% of disadvantaged pupils achieving the expected standard and above in Maths	40%	50%	91%	42%

2. Performance of Disadvantaged Pupils at END of KS2				
	2019	2018	2017	2016
% of disadvantaged pupils achieving the expected standard and above in Reading	35%	40%	75%	17%
% of disadvantaged pupils achieving the expected standard and above in Writing	53%	53%	92%	42%
% of disadvantaged pupils achieving the expected standard and above in Maths	41%	47%	58%	33%
% of disadvantaged pupils achieving expected standard and above in R,W & M	24%	27%	50%	8%

Intervention planning in full

Intervention:	Reading is at the centre of the curriculum: staff CPD and enhanced resources to engage all children and diminish the progress differential between PP and all children from 2018/19 data To improve the outcomes of priority two (between 1 and 12 months behind in reading) pupil premium pupils.		
Category:	1. Quality First Teaching- The EEF toolkit shows an impact of +6 months for Reading Comprehension strategies. The EEF toolkit shows an impact of +5 months for mastery approaches. The EEF toolkit shows an impact of +5 months for 1:1 tuition		
Intended outcomes:	Children are avid readers and because of this children make good progress in reading and all areas of the curriculum are accessible because of age appropriate reading skill or better. 80% of identified priority 2 pupils make more than the expected progress in reading, because of 1:1 tuition. Note: Expected progress means the gap between the child's reading age and chronological age diminishes.	Success criteria:	Pupil progress measures show good progress for all children and PP making accelerated progress where there are gaps to all children. Children demonstrate they are competent readers and value the skill acquisition.
Staff lead:	Ms Tammy Picken – English Subject Leader		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> On-going staff CPD on reading pedagogy using the 'inferencetraining' model and whole class shared reading practices. 'Inference Training' used as a small group targeted intervention for those pupils falling just below age-related expectation. Enhance library: develop the range on non-fiction books in the library to add breadth to the reading 'diet' available to children. DPs to be targeted for additional support from a qualified teacher from April 2019-July 2019 to ensure they achieve the expected standard in the phonics screen. 	<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"> 'Inference Training' focus on children entering KS2 Update fiction and non-fiction titles to include newly released titles and books of children's interests Increase seen in the number of pupil premium pupils at the expected standard year-on-year 	<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"> Inference Training' focus on children entering KS2 Update fiction and non-fiction titles to include newly released titles and books of children's interests

Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£ 12,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£ 9,000	Year 3	£ 8,000
	Total anticipated expenditure:	£ 29,000				
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:	Pupil Progress monitoring ensures children make good progress as learning is tailored to need, therefore reducing barriers.		
Category:	Quality First Teaching-The EEF toolkit shows an impact of +5 months for mastery approaches. The EEF toolkit shows an impact of +6 months for effective feedback strategies.		
Intended outcomes:	Where there are any areas of slow progress needs are quickly identified and decisive action is taken to diminish differences.	Success criteria:	Individual pupil targets are met by the end of the academic year.
Staff lead:	Mr Matthew Pitcher - Principal		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Less experienced teachers have the opportunity to observe examples of high quality teaching and learning, including follow up discussions with experienced team leaders. (supply cost incurred) • Teachers work with colleagues from other schools to share good practice to remove barriers to learning and accelerate progress for all children, but particularly the most vulnerable. • Pupil progress meetings and subject leader monitoring and feedback, mentor teachers in removing barriers to learning and accelerating learning (supply cost incurred) 	<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"> • Less experienced teachers have the opportunity to observe examples of high quality teaching and learning, including follow up discussions with experienced team leaders. (supply cost incurred) • Teachers work with colleagues from other schools to share good practice to remove barriers to learning and accelerate progress for all children, but particularly the most vulnerable. • Pupil progress meetings and subject leader monitoring and feedback, mentor teachers in removing barriers to learning and accelerating learning (supply cost incurred) 	<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"> • Less experienced teachers have the opportunity to observe examples of high quality teaching and learning, including follow up discussions with experienced team leaders. (supply cost incurred) • Teachers work with colleagues from other schools to share good practice to remove barriers to learning and accelerate progress for all children, but particularly the most vulnerable. • Pupil progress meetings and subject leader monitoring and feedback, mentor teachers in removing barriers to learning and accelerating learning (supply cost incurred)

Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£13,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£15,000	Year 3	£15,000
	Total anticipated expenditure:	£43,000				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Staff training provides education effectively delivered using a metacognitive approach enabling children to develop strategies of effective learners thus reducing barriers to learning.		
Category:	Quality of Teaching- The EEF toolkit shows an impact of +3 months for behaviour for learning interventions.		
Intended outcomes:	<p>Staff teach to promote effective metacognition.</p> <p>Children develop metacognitive strategies making them resilient learners</p>	Success criteria:	Children have positive attitudes and behaviour towards learning – good and accelerated progress is made
Staff lead:	Mr Matthew Pitcher/Mrs Stephanie Rose (SENDCo)		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> Teachers participate in training on metacognitive approaches. Pupil surveys carried out to baseline and measure developed understanding of metacognition and self-regulation. 	<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"> Further staff training following analysis of pupil surveys and other formal in school monitoring of the quality of education. 	<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"> Ongoing staff training on removing barriers to learning

Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£5,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£7,500	Year 3	£7,500
	Total anticipated expenditure:		£20,000			
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>

	Total actual expenditure:	£
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Intervention:	Structured intervening in learning – SENDCO		
Category:	Targeted academic support-The EEF toolkit shows an impact of +4 months for a well-implemented targeted approach.		
Intended outcomes:	Targeted intervention for children with specific learning needs, gaps in learning or barriers to learning ensures children continue to progress their learning.	Success criteria:	Individual children achieving the targets set for each specific intervention/strategy
Staff lead:	Mrs Stephanie Rose (SENDCo)		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Previous year’s interventions analysed for impact. • Children identified for intervention by individual need. • Edukey acquired (online provision mapping for interventions) – further strengthen analysis of effectiveness/impact of interventions. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • Previous year’s interventions analysed for impact. • Children identified for intervention by individual need. • Staff CPD, as required, to meet specific needs/barriers to 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"> • Previous year’s interventions analysed for impact. • Children identified for intervention by individual need. • Staff CPD, as required, to meet specific needs/barriers to learning.

Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	SENDCO £25,500	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
		Edukey £2385 (3yrs)				
	Total anticipated expenditure:	£67,885				
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:	1:1 Support: Creating teaching and learning opportunities tailored to specific needs using TAs. The EEF toolkit shows an impact of +5 months for 1:1 tuition		
Category:	Targeted academic support-The EEF toolkit shows an impact of +5 months for 1:1 tuition		
Intended outcomes:	Pupil Premium children, along with all children, make good progress and attain well for their age and stage.	Success criteria:	Children with specific barriers to learning make good and accelerated progress to diminish any differences in attainment between them and their peers.
Staff lead:	Mrs Stephanie Rose (SENDCo)		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> TAs attend Read, Write, Inc Training 	<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"> TAs New to KS attend training (e.g. Read, Write Inc; Inference 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"> TAs New to KS attend training (e.g. Read, Write Inc; Inference training)
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£12,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£8,000	Year 3	£8,000
	Total anticipated expenditure:	£28,000				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Equality of opportunity: financial support enabling children to have fair access to extra-curricular activities.		
Category:	Wider strategies- The EEF toolkit shows an impact of +3 months for parental engagement. The EEF toolkit shows an impact of +2 months for homework.		
Intended outcomes:	Children have positive attitudes to school and therefore learning through positive engagement with the wider school community.	Success criteria:	Children financially supported for extra-curricular clubs demonstrate positive attitudes to learning.
Staff lead:	Mrs Rebecca Wilcox/Mrs Sharon Dixon		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Homework club: ran by two members of staff. Club is invite only, specifically targeted at pupil premium children. • Cheerleading Club: Club is subsidised • Parents of children eligible for PP can request financial support for paid clubs from external providers such as Hotshots Basketball. • Parents offered discounted places on school trips which will encourage children to attend and gain from the experience. • Peripatetic music lessons: parents can request financial support for music lessons 	<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"> • Homework club: ran by two members of staff. Club is invite only, specifically targeted at pupil premium children. • Cheerleading Club: Club is subsidised • Parents of children eligible for PP can request financial support for paid clubs from external providers such as Hotshots Basketball. • Parents offered discounted places on school trips which will encourage children to attend and gain from the experience. • Peripatetic music lessons: parents can request financial support for music lessons 	<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"> • Homework club: ran by two members of staff. Club is invite only, specifically targeted at pupil premium children. • Cheerleading Club: Club is subsidised • Parents of children eligible for PP can request financial support for paid clubs from external providers such as Hotshots Basketball. • Parents offered discounted places on school trips which will encourage children to attend and gain from the experience. • Peripatetic music lessons: parents can request financial support for music lessons

Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	Homework Club £2,500 Soccer 2K £1,950 Wolfie £1,400 Trips £9,000 Total £14,850+	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
	Total anticipated expenditure:	£52,850				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£

			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Readiness to learn: Support with uniform & wrap around care support		
Category:	Wider strategies- The EEF toolkit shows an impact of +3 months for parental engagement.		
Intended outcomes:	<p>Wrap around care: Children are ready to learn because are engaging with their peers positively and are well nourished.</p> <p>Support for uniform: Children feel part of the school community by having the correct uniform</p>	Success criteria:	Children given support demonstrate a readiness to learn and make the expected progress across the range of subjects
Staff lead:	Mr Matthew Pitcher/Mrs Bal Sohker		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> Wrap Around Care Club: parents can request support, or school may suggest support, to ensure children have a healthy breakfast and support parents returning to work. Support with uniform purchase: parents can request support with 	<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"> Wrap Around Care Club: parents can request support, or school may suggest support, to ensure children have a healthy breakfast and support parents returning to work. 	<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"> Wrap Around Care Club: parents can request support, or school may suggest support, to ensure children have a healthy breakfast and support parents returning to work.

	uniform to ensure that by wearing uniform children feel part of the school community and therefore focused and ready to learn.		<ul style="list-style-type: none"> Support with uniform purchase: parents can request support with uniform to ensure that by wearing uniform children feel part of the school community and therefore focused and ready to learn. 		<ul style="list-style-type: none"> Support with uniform purchase: parents can request support with uniform to ensure that by wearing uniform children feel part of the school community and therefore focused and ready to learn. 	
Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	Wrap around care £5,500	Is expenditure anticipated to increase, decrease or remain the same?	Increase	Is expenditure anticipated to increase, decrease or remain the same?	Increase
		Uniform £2,800 Total £8,300		Decrease <input type="checkbox"/>		Decrease <input type="checkbox"/>
			Year 2	£ 10, 300	Year 3	£ 12,300
	Total anticipated expenditure:	£30,300				
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:	£				

Intervention:	Attendance Strategy resources and Pupil, Parent School Support time fosters good links with parents		
Category:	Wider strategies-EEF toolkit showing an impact of +3 months for parental engagement.		
Intended outcomes:	All children attend have good attendance at school.	Success criteria:	School attendance remains good (above national). Pupil Premium children's attendance becomes better in line with all children.
Staff lead:	Mr Matthew Pitcher/Mrs Bal Sohker/Ms Sara Murden (EWOL)		
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 children to receive attendance reward badges for every half term of 100% attendance. PPSS time supporting parents with ensuring children are in school on time and where attendance is an ongoing concern without medical or exceptional circumstances present, support is given to engage with other professional services, e.g. Sleep Solutions 	<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 children to receive attendance reward badges for every half term of 100% attendance. PPSS time supporting parents with ensuring children are in school on time and where attendance is an ongoing concern without medical or exceptional circumstances present, support is given to engage with other professional services, e.g. Sleep Solutions 	<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 children to receive attendance reward badges for every half term of 100% attendance. PPSS time supporting parents with ensuring children are in school on time and where attendance is an ongoing concern without medical or exceptional circumstances present, support is given to engage with other professional services, e.g. Sleep Solutions
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:			
	<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 			
Anticipated expenditure	Year 1	PPSS/EWOL £14,000	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"/>	
		Attendance £1700		Decrease <input type="checkbox"/>			Decrease <input type="checkbox"/>	
	Total anticipated expenditure:	Total £15,700	Year 2	£18,700	Year 3	£18,700	Remain the same <input type="checkbox"/>	
		£53,100						
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:		£						

Total projected expenditure = £ 102,735 (Estimated) for 2019/20