



# Langley First School Pupil Premium Strategy 2019-22

## Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SEF. 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 'effective' teacher is in every class
- To ensure there is no gap between between PP and Non PP in RWM.
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as emotional, attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most
  
- PP Lead to monitor progress and provision of all PP children throughout the year.

## Barriers to future attainment

Data sources that can help you identify barriers to attainment in your school include: '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. Examples have been provided below.]

Academic barriers to attainment	Non-academic barriers to attainment
Poor language and communication skills	Lack of parental engagement
Lack of school readiness	Lack of focus and confidence due to poor mental health and wellbeing
Academic Gap between boys and girls throughout the school	Fluxuation of numbers of families claiming for PPG due to the affluence of area and possible stigma this brings.
Rising number of PP children throughout school, especially in Year 2, where the need is currently the greatest.	Lower Literacy and Numeracy levels in disadvantaged children.
Attendance of disadvantaged children (95.4% disadvantaged v 96.7% whole school)	

## 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 adaptation

### **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. 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. To provide effective training for all staff, which will allow teaching and learning to be good to outstanding.
2. Develop Teaching of Reading across the school **Reading**: Ensure all staff have a clear understanding of the progressive teaching of phonics. Assessments reviewed and pupils' attainment monitored robustly to ensure all pupils have a programme to develop a secure knowledge of all phases.  
  
To enhance the teaching of reading in early key stage 2 (years 2 to 4). To specifically raise middle attainers (expected standard) / higher % of boys attaining secure plus / greater depth
3. **Ensure our constantly reviewed and updated curriculum intent and implementation meets the needs of all pupils, especially vulnerable pupils.**

### Targeted academic support

1. Structured interventions: Boosting Reading Programme to be delivered by PP Teaching Assistant to 2 identified Y2 pupils each 10 weeks.
2. Small group tuition: Targeted English and maths teaching for pupils who are below age-related expectations
3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs

## **Wider strategies**

1. Funding for vulnerable children to access music tuition and extracurricular clubs
2. Vulnerable pupils supported emotionally as well as academically through employment of learning mentor
3. Through ongoing support and parental engagement increase the disadvantaged attendance to be inline with whole 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 by class teachers for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions by the PP Lead.

The progress of pupils in receipt of the PPG is regularly discussed with class teachers and SMT at Pupil Progress Meetings and reviewed by the PP Lead on a termly basis.

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** 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 Governors analyse the effectiveness of the PP strategy / 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.

## Previous Impact

The data below show the ongoing positive impact that the pupil premium funding is having at Langley First School

### KS1 Reading, Writing and Maths

	Exs R	Exs W	Exs M	Exs S	GD R	GD W	GD M
<b>School (Disadvantaged)</b>	<b>100%</b>	<b>83%</b>	<b>83%</b>	<b>100%</b>	<b>67%</b>	<b>17%</b>	<b>17%</b>
<b>National non disadvantaged</b>	<b>78%</b>	<b>73%</b>	<b>79%</b>	<b>85%</b>	<b>28%</b>	<b>17%</b>	<b>24%</b>
<b>National Disadvantaged</b>	<b>62%</b>	<b>55%</b>	<b>62%</b>	<b>71%</b>	<b>14%</b>	<b>7%</b>	<b>12%</b>
<b>LA</b>	<b>69%</b>	<b>61%</b>	<b>66%</b>	<b>75%</b>	<b>18%</b>	<b>10%</b>	<b>15%</b>

Our disadvantaged children at the end of KS 1 achieved above that of the rate for National disadvantaged and LA and above national in all areas of National non disadvantaged.

At the point the children leave our school, the majority of children in receipt of Pupil Premium funding achieve at or higher age related expectations.

<b>7 pupils Period: Yr4 Sum2</b>	<b>Below</b>	<b>On Track</b>	<b>Higher</b>
<b>Reading</b>	1 (14.3%)	5 (71.4%)	1 (14.3%)
<b>Writing</b>	2 (28.6%)	4 (57.1%)	1 (14.3%)
<b>Mathematics</b>	2 (28.6%)	4 (57.1%)	1 (14.3%)

## Our funding

Funding summary: Year 1																											
Total number of pupils	298	PPG received per pupil	SPP - £300 FSM - £1320 LAC/Post LAC £2300	Indicative PPG as advised in School Budget Statement	£ 41,780																						
		Number of pupils eligible for PPG	33	Actual PPG budget	<table border="1"> <thead> <tr> <th>Financial Year</th> <th>FSM</th> <th>Post LAC (Adopted)</th> <th>LAC</th> <th>Service Children</th> <th>Total Financial Year</th> </tr> </thead> <tbody> <tr> <td>April 19 - Mar 20</td> <td>£31,680</td> <td>£9,200</td> <td>tbc</td> <td>£900</td> <td>£41,780</td> </tr> <tr> <th>Academic Year</th> <td></td> <td></td> <td></td> <td></td> <th>Total Academic Year</th> </tr> <tr> <td>Sept 19 - Mar 20</td> <td></td> <td></td> <td></td> <td></td> <td>£24,372*</td> </tr> </tbody> </table>	Financial Year	FSM	Post LAC (Adopted)	LAC	Service Children	Total Financial Year	April 19 - Mar 20	£31,680	£9,200	tbc	£900	£41,780	Academic Year					Total Academic Year	Sept 19 - Mar 20			
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Funding estimate: Year 2																											
Estimated pupil numbers	300																										
Estimated number of pupils eligible for PPG	30																										
Estimated funding	£37820																										
Funding estimate: Year 3																											
Estimated pupil numbers	300																										

Estimated number of pupils eligible for PPG	30
Estimated funding	£37820

### Intervention planning in full

Intervention:	To provide effective training for all staff, which will allow teaching and learning to be good to outstanding.		
Category:	<u>Quality of teaching</u>		
Intended outcomes:	<u>To ensure the quality of teaching remains good or better across the school.</u>	Success criteria:	<u>Ensuring an effective teacher is in every classroom. Teaching is judged as good or better across the curriculum and throughout the school.</u>
Staff lead:	<u>HT and SMT</u>		
Implementation	Year 1	Year 2	Year 3



	<p>How we will implement this intervention in year 1:</p> <p><b>Rigorous Performance Management Reviews, which will lead to individual teacher training needs, CPD to be undertaken accordingly.</b></p> <p><b>Less experienced teachers paired appropriately with more experienced teachers for advice and support</b></p> <p><b>Lesson Observations with effective feedback and support.</b></p> <p><b>In House CPD from subject leads.</b></p> <p><b>Subject Monitoring</b></p> <p><b>Whole School CPD</b></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>SLT to review current staffing, look at Performance Management Reviews, data analysis at the end of the year and identify need for future training.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>SLT to review current staffing, look at Performance Management Reviews, data analysis at the end of the year and identify need for future training.</p>
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<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>
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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>● 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>		<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	<b>£ 3500</b> attendance at good to outstanding training (approx £500 x 3 members of staff)  Release for observing good practise and disseminating to staff (5x £200/day supply)	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 x Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				



Intervention:	<b>Professional development:</b> Develop Teaching of Reading across the school		
Category:	<b>Quality of teaching</b>		
Intended outcomes:	<p><b>Develop and improve the teaching of reading across the school.</b></p>	<p><b>Success criteria:</b></p>	<p>Ensure all staff have a clear understanding of the progressive teaching of phonics. Assessments reviewed and pupils' attainment monitored robustly to ensure all pupils have a programme to develop a secure knowledge of all phases.</p> <p>To enhance the teaching of reading in early key stage 2 (years 2 to 4). To specifically raise middle attainers (expected standard) / higher % of boys attaining secure plus / greater depth</p>
Staff lead:	<b><u>Literacy Lead</u></b>		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <p><b>Whole School staff meeting by Literacy Lead to discuss changes Sept 19</b></p> <p><b>Introduce new Reading Records from Y2-4, with parental engagement and key skills identified</b></p> <p><b>Review of phonics assessment and teaching in R-Year2 to strengthen understanding of reading and spelling.</b></p> <p><b>Literacy Lead to provide phonics training for Teaching staff and support staff where needs are required.</b></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Progress of teaching reading and phonics reviewed by looking at Phonics data, whole school data and PP data.</b></p> <p><b>Review at SMT meetings with Literacy Lead to discuss widening the strategy or amending the approach based on the current years success.</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Progress of teaching reading and phonics reviewed by looking at Phonics data, whole school data and PP data.</b></p> <p><b>Review at SMT meetings with Literacy Lead to discuss widening the strategy or amending the approach based on the current years success.</b></p>
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<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>
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Anticipated expenditure	Year 1	<b>£ 2000</b>  Training on new phonics assessment for all staff (3 x £200)  Opportunities to run sessions for parents (focus on PP) on new reading records  Production of reading records designed in line with schools new assessments (£1000)  Tailor training to support staff across school to ensure confident in teaching of phonics (approx £400 advisor buy in)	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	£	Year 3	£	
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
	Total anticipated expenditure:	£				



			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:	Ensure our constantly reviewed and updated curriculum intent and implementation meets the needs of our disadvantaged pupils.		
Category:	<u>Quality of teaching</u>		
Intended outcomes:	<u>To have a broad and balanced curriculum which meets the needs of all pupils</u>	Success criteria:	<ul style="list-style-type: none"> <li>To meet the needs of our diverse cohort of children, specifically SEN pupils so that their progress is in line with their peers</li> <li>To review the shared values of Equality and Diversity in school. To evaluate current practice and review statement for all stakeholders. Ensure all staff have a clear understanding of this statement/ethos. I</li> </ul>
Staff lead:	<u>SMT, PP Lead</u>		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><b>Curriculum strengths and weaknesses continually reviewed throughout the year.</b></p> <p><b>Staff training for all in identified areas.</b></p> <p><b>Performance management targets for teaching staff and subject leads, reviewed termly.</b></p> <p><b>Subject monitoring.</b></p> <p><b>Review whether the curriculum is engaging for all pupils, especially vulnerable pupils.</b></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Review curriculum and success , SMT to discuss widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention.</b></p> <p>Continue to review effectiveness of the curriculum for all pupils, especially vulnerable and disadvantaged pupils. Identify Training needed for Year 3.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>The curriculum will be continually reviewed and successes and limitations discussed.</b></p> <p><b>Review in light of new targets for 3 year plan.</b></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>
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Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
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Anticipated expenditure	Year 1	£ 2000	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"/>
		Resources to enhance to curriculum (£1000)		Decrease <input type="checkbox"/>		Decrease <input type="checkbox"/>
	Staff training in subject areas to ensure accurate skills set (£1000)	Remain the same <input type="checkbox"/>	Remain the same <input type="checkbox"/>			
	Year 2	£			Year 3	£
	Total anticipated expenditure:	£				
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"/>	Remained the same <input type="checkbox"/>	Decreased <input type="checkbox"/>	Remained the same <input type="checkbox"/>		
	Total actual expenditure:	£				



Intervention:	<b>Structured interventions:</b> Boosting Reading Programme to be delivered by PP Teaching Assistant to 2 identified Y2 pupils every 10 weeks.		
Category:	<b>Targeted academic support</b>		
Intended outcomes:	<b><u>To boost reading levels amongst vulnerable pupils.</u></b>	Success criteria:	<b><u>All identified pupils to make excelled progress to reach expected standard in reading by the end of Year2,</u></b>
Staff lead:	<b><u>PP Lead, Literacy Lead.</u></b>		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><b>PP TA to work with Literacy Lead and PP Lead to identify 2 vulnerable pupils to participate in programme over 10 week period.</b></p> <p><b>Over the course of the year train up additional TAs to implement the programme to maximise impact.</b></p> <p><b>Review success and identify new pupils.</b></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Review success of programme, attend new training if necessary.</b></p> <p><b>Discuss how to carry programme into second year, identify children, year group etc.</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Review Success of Year2, did children identified make excelled progress. Identify effectiveness for future plan.</b></p>

<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>
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Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
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Anticipated expenditure	Year 1	<b>£ 2000</b> (Costs to cover release for those involved and resources needed to implement training / support)	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	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				



Intervention:	<b>Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations</b>		
Category:	<b>Targeted academic support</b>		
Intended outcomes:	<b><u>Pupils make at least expected progress in reading, writing and maths</u></b>	Success criteria:	Progress tracked on target tracker and reviewed through pupil progress meetings to ensure that termly progress has been met.
Staff lead:	<b><u>Pupil Premium Lead, HT.</u></b>		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Teaching assistant to have allocated support session for each PP child / group of children</p> <p>Timetable to include additional time for Year 2 pupils due to increased number of PP children in the cohort.</p> <p>Timetable to be reviewed termly. Regular reviews of effectiveness.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Discuss number of PP children and needs across the school. Review timetable and needs of individual children.</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Discuss number of PP children and needs across the school. Review timetable and needs of individual children.</b></p>

<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>
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Anticipated expenditure	Year 1	£ 11,500	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	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<b><u>One-to-one support: Creating additional teaching and learning opportunities using TAs</u></b>		
Category:	<b><u>Targeted academic support</u></b>		
Intended outcomes:		Success criteria:	
Staff lead:	<b><u>HT, Pupil PremiumLead.</u></b>		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><b>HT to work alongside PP Lead and PP TA to identify Vulnerable pupils who will need 1:1 support.</b></p> <p><b>PP TA to work alongside class teachers to identify pupils and discuss needs.</b></p> <p><b>1:1 Pre-Teach - Working with child.</b></p> <p><b>Progress viewed at the end of each session and feedback provided to teachers via Google docs.</b></p> <p><b>Progress reviewed at Pupil Progress meetings and timetable reviewed.</b></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>[Use this space to outline your plan for implementation in year 2. This could involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention. You should also use this space to set new goals for pupils.]</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>[Use this space to outline your plan for implementation in year 3. You should also use this space to set new goals for pupils.]</b></p>

<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>
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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>● 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>		<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	£ as target above	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	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Funding for vulnerable children to access music tuition and extracurricular clubs				
Category:	<a href="#">Wider strategies</a>				
Intended outcomes:	To offer PP children broader experiences than they would normally be able to have	Success criteria:	All PP children given opportunity to develop their resilience and determination	Fund PP children to attend outward bound pursuit residential trip	Fund access to music tuition and orchestra club
Staff lead:	<b><u>HT, PP LEAD, A.Ternent</u></b>				
Implementation	Year 1	Year 2	Year 3		
	<p>How we will implement this intervention in year 1:</p> <p><b>Music and orchestra offered free of charge to all PP children. A.T and PP lead to monitor uptake.</b></p> <p>To support vulnerable children in access full entitlement and be part of the school / support concentration and ability to possibly excel in something other than academic studies</p> <p>Extra -Curricular activities such as Year 4 residential trip.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Review impact, success and uptake.</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Review impact, success and uptake.</b></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>
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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>• 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>		<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	£ 1500	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	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Learning mentor to develop the Nurture provision to focus children and families and be proactive in nurturing all vulnerable children.		
Category:	<u>Wider strategies</u>		
Intended outcomes:	Vulnerable pupils supported emotionally as well as academically	Success criteria:	<b><u>All vulnerable pupils will have emotional needs met and reviewed successfully.</u></b>
Staff lead:	<b><u>Learning Mentor. HT, PP Lead</u></b>		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Constant feedback from LM about intervention and support group. Logs from LM reviewed by HT and PP Lead. Progress meetings.</p> <p>Use of Boxall Profile assessment to establish pupil progress.</p> <p>Regular review meetings with LM, class teachers and SMT.</p> <p>Pupil Progress reviewed termly and interventions/timetable continually reviewed.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Year 1 logs reviewed. Effectiveness of strategies and timetable reviewed.</b></p> <p><b>Further training offered if necessary.</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Year 2 logs reviewed. Effectiveness of strategies and timetable reviewed.</b></p> <p><b>Further training offered if necessary.</b></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>
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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>• 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>		<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	£ 20,000	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	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<b>Attendance:</b> Through ongoing support and parental engagement increase the disadvantaged attendance		
Category:	<b>Wider strategies</b>		
Intended outcomes:	<b>The gap between disadvantaged and whole school attendance is narrowed</b>	<b>Success criteria:</b>	<b>Parents of disadvantaged children recognise the importance of school attendance</b>  <b>Disadvantaged children are specifically focused during attendance reviews</b>
Staff lead:	<b>L.M, PP Lead</b>		
Implementation	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	How we will implement this intervention in year 1: As part of the school's attendance protocol, Learning Mentor will focus monitoring on disadvantaged children's attendance	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): As part of the school's attendance protocol, Learning Mentor will focus monitoring on disadvantaged children's attendance	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): As part of the school's attendance protocol, Learning Mentor will focus monitoring on disadvantaged children's attendance

<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>
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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>● 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>		<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	£Cost part of Learning Mentor role	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	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				