Coaley CofE Primary Academy

3-year long-term pupil premium strategy template

This template is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It can be used instead of, or alongside, a one-year strategy.

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the Rapid Attainment Plan (RAP). 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 'Brilliant' teaching happens in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most
- Ensuring that the PPG is used so that no child is disadvantaged or excluded from the broad and rich curriculum at Coaley.

Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Low levels of literacy and numeracy	Poor attendance
Poor language and communication skills	Poor behaviour
'Brilliant' 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

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
- 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. Encouraging self-led professional development that also fits in with the priorities in the RAP
2. Professional development: regular CPD sessions and TISP feedback to support teachers, with a particular emphasis on subject knowledge, literacy and vocabulary, as well as focusing on pedagogical improvements

3. Support for early career teachers and TAs through performance management and personalised support

Targeted academic support

1. Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills

2. Small group tuition: Introducing 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. Develop further parental engagement.

2. Readiness to learn: support some children through Coaley's breakfast club to provide pupils with a nutritious breakfast before school

3. Attendance: Use the support and Early Help offer for pupils and families to improve attendance.

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 subject teachers.

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 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.

Our funding

Funding summary: Year 1					
Total number of pupils	55	PPG received per pupil	£1650	Indicative PPG as advised in School Budget Statement	£5700
		Number of pupils eligible for PPG	Currently 5 pupils	Actual PPG budget	£5700
Funding estimate: Year 2					
Estimated pupil numbers	60				
Estimated number of pupils eligible for PPG	7				
Estimated funding	£11550				
Funding estimate: Year 3					
Estimated pupil numbers	60+				
Estimated number of pupils eligible for PPG	6				
Estimated funding	£9900				

Intervention planning in full

Intervention:	Encouraging self-led professional development which also fits into the priorities of the RAP		
Category:	Quality of teaching		
Intended outcomes:	Improve the quality of teaching so that all teaching is Brilliant in both classrooms by the end of year 3	Success criteria:	Every teacher has been judged 'Brilliant' by internal assessment
Staff lead:	EHT		
	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: **Clear CPD programme to ensure that all teaching rapidly moves to Brilliant is part of the RAP actions (Priority 2)** **Staff meetings linked to improving the quality of teaching** **TRG maths project to improve outcomes in maths across the school** **Termly meetings with DCEO to review the quality of teaching**	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): **Clear CPD programme to ensure that all teaching rapidly moves to Brilliant is part of the RAP actions (Priority 2)** **Staff meetings linked to improving the quality of teaching** **TRG maths project to improve outcomes in maths across the school** **Involvement in other DGAT projects to improve teaching, including English and maths, and other curriculum subjects.** **Termly meetings with DCEO to review the quality of teaching**	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): **Clear CPD programme to ensure that all teaching rapidly moves to Brilliant is part of the RAP actions (Priority 2)** **Staff meetings linked to improving the quality of teaching** **Regular meetings with DCEO to review the quality of teaching** **Sharing best practice around other local schools and in the DGAT family of schools**

	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review notes	Deep dives and DCEO/QAL reports in Autumn term 2020 indicate huge improvements in the teaching of reading, writing and maths across the school. This is due to the CPD programme and staff meeting time allocated. Our mastery approach in Maths is firmly embedded and we will continue on accessing the GLOWmaths CPD. The teaching of reading and writing matches Ofsted's statements in the new Ofsted Inspection framework – see DCEO and QAL reports from Autumn term 2020 There is a clear progression map for phonics and the teaching there of. There is now a robust process in place for the termly monitoring of phonics throughout the school. Year 2 phonics: 100% met the check	Deep Dives and reports from DCEO and QAL show that teaching is now consistently strong across the school, despite a new teacher starting in September 2020. Reading, writing and maths are now consistently taught using our clear approaches. The wider curriculum subjects are taught using our planned curriculum and retrieval approach. Phonics remains strong at 100% in 2020	**[Use this space to review the overall success of your intervention.]**
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • **As expected X** • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • **As expected X** • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐

Anticipated expenditure	Year 1	£500	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐
			Year 2	£500	Year 3	£

	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£500	Year 2	£500	Year 3	£
			Did expenditure increase, decrease or remain the same?	Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£1000				

Intervention:	Professional development: regular CPD sessions and feedback to support teachers, with a particular emphasis on subject knowledge, literacy and vocabulary, as well as focusing on pedagogical improvements		
Category:	Quality of teaching		
Intended outcomes:	Improve the quality of teaching so that all teaching is Brilliant in all classrooms by the end of year 3	Success criteria:	Every teacher has been judged 'Brilliant' by internal assessment
Staff lead:	EHT		

Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: **Clear CPD programme to ensure that all teaching rapidly moves to Brilliant is part of the RAP actions (Priority 2)** **Staff meetings linked to improving the quality of teaching** **TRG maths project to improve outcomes in maths across the school** **Feedback given to support teachers every time classes are visited as part of a Deep Dive.**	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): **Clear CPD programme to ensure that all teaching rapidly moves to Brilliant is part of the RAP actions (Priority 2)** **Staff meetings linked to improving the quality of teaching** **TISP sheets to be given to support teachers every time classes are visited.** **Subject knowledge to be revisited for each subject over a two-year rolling programme**	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): **Clear CPD programme to ensure that all teaching rapidly moves to Brilliant is part of the RAP actions (Priority 2)** **Staff meetings linked to improving the quality of teaching** **TISP sheets to be given to support teachers every time classes are visited.** **Subject knowledge to be revisited for each subject over a two-year rolling programme**

	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review notes	Deep dives in Autumn term 2020 indicates that the teaching of reading, writing and maths across the school matches the school's expectations of Brilliant Teaching. Our mastery approach in Maths is firmly embedded and the teaching of reading and writing matches Ofsted's Good outcomes in the new Ofsted Inspection framework – see DCEO and QAL reports from Autumn term 2020	Deep Dives and QAL/DCEO visits show that the teaching of reading, writing and maths across the school matches the Brilliant teaching expectations and Ofsted's good for implementation. GLOWmaths embedding programme was successful and led to a consistent approach to the teaching of maths.	**[Use this space to review the overall success of your intervention.]**
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • **As expected X** • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • **As expected X** • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐

Anticipated expenditure	Year 1	£300	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐
			Year 2	£300	Year 3	£
	Total anticipated expenditure:					
Actual expenditure	Year 1	£300	Year 2	£300	Year 3	£

			Did expenditure increase, decrease or remain the same?	Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£600				

Intervention:	Support for early career teachers and TAs through performance management and personalised support		
Category:	Quality of teaching		
Intended outcomes:	Improve the quality of teaching so that all teaching is Brilliant in both classrooms by the end of year 3	Success criteria:	Every teacher has been judged 'Brilliant' by internal assessment TAs to for a strong part of the overall judgement on the quality of teaching
Staff lead:			

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: **Use feedback for TAs and teachers to improve their practice** **Performance manage all staff, including TAs, so they are clear of their targets to improve and what they need to do next** **Use staff meetings to support early career teachers and separate TA CPD sessions to improve their practice** **Send out TAs to see best practice in other schools.**	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): **Use Brilliant teaching sheets for TAs and teachers to improve their practice** **Performance manage all staff, including TAs, so they are clear of their targets to improve and what they need to do next** **Use staff meetings to support early career teachers and separate TA CPD sessions to improve their practice** **Send out TAs to see best practice in other schools.**	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): **Use Brilliant teaching sheets for TAs and teachers to improve their practice** **Performance manage all staff, including TAs, so they are clear of their targets to improve and what they need to do next** **Use staff meetings to support early career teachers and separate TA CPD sessions to improve their practice** **Send out TAs to see best practice in other schools.**

Light-touch review notes	Middle leaders have developed their skills particularly this year in analysis of data and monitoring of their subject as part of a Deep Dive. Skills have improved and middle leaders are more confident to support teachers and to create action plans for their subjects. Middle leaders have led CPD and supported other teachers through joint lesson visits and observing each other. Staff meeting time has been allocated to improve teaching and outcomes. Teaching has improved as a result across the school. Performance management of teachers and TAs has ensured that teaching skills are supporting children's learning effectively. No teachers are on support plans. TAs have visited other schools and have engaged with quality external CPD	Annual review notes: HLTA completed HLTA qualification. Close the Gap interventions in place and having a significant impact. These have been triangulated though a SEND Deep Dive and through data analysis. Other TAs in school have completed EYFS CPD to better enhance their impact on provision. QAL and DCEO notes show that TAs are having an impact on pupils' learning in class and through interventions Middle leaders have used the in-school CPD to carry out Deep Dives in a range of subjects, including: reading, writing, maths, science, history, geography, RE. All feel supported to use the DD documents and write reports to Governors	Final review notes: **[Use this space to review the overall success of your intervention.]**
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • **As expected X** • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • **As expected X** • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐

Anticipated expenditure	Year 1	£200	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐

			Year 2	£1000	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure			Year 2	£1000	Year 3	£
	Year 1	£200	Did expenditure increase, decrease or remain the same?	Increased ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£1200				

Intervention:	Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills		
Category:	Targeted academic support		
Intended outcomes:	Improve vocabulary against set criteria against CTG interventions	Success criteria:	PPG pupils able to recall more vocabulary against set criteria of specific intervention strategies
Staff lead:	EHT		
	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: **Use Close-The-Gap (CTG) support to target PPG children who have poor language, with a focus on tier 2 vocabulary.** **Give each teacher ½ per term to plan out focused vocabulary support. Follow this up with lesson visits by EHT and governors. Monitor the impact through target tracker, CTG intervention plans and Pupil Progress meetings (PPM)** **Work with SENCo to ensure that PPG/SEND pupils get additional support for pupils' vocabulary**	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): **Use Close-The-Gap (CTG) support to target PPG children who have poor language, with a focus on tier 2 vocabulary.** **Give each teacher ½ per term to plan out focused vocabulary support. Follow this up with lesson visits by EHT and governors. Monitor the impact through target tracker, CTG intervention plans and Pupil Progress meetings (PPM)** **Work with SENCo to ensure that PPG/SEND pupils get additional support for pupils' vocabulary** **Seek out specific vocabulary intervention strategies, such as NELI, to support PPG pupils**	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): **Use Close-The-Gap (CTG) support to target PPG children who have poor language, with a focus on tier 2 vocabulary.** **Give each teacher ½ per term to plan out focused vocabulary support. Follow this up with lesson visits by EHT and governors. Monitor the impact through target tracker, CTG intervention plans and Pupil Progress meetings (PPM)** **Work with SENCo to ensure that PPG/SEND pupils get additional support for pupils' vocabulary** **Review and monitor specific vocabulary intervention strategies such as NELI**

	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review notes	Due to COVID-19 children were not able to complete a whole year's CTG support. This now needs to be picked up this year to support all children with gaps in their learning. However, CTG support had an impact in the Autumn and some of the Spring term 2019-2020 Teaching of phonics is robust in YR, Y1 and Y2 and there has been an improvement in the teaching and implementation of the teaching of phonics. The phonic Milestone document show clear progressions of the teaching of phonics and this is clearly being met in YR and Y1/2. Year 2 Autumn outcomes in Y2 – 100% met the check Tier 2 vocabulary has been introduced as part of RAP for reading since Sept 2020 to improve vocab across the school. Reading Deep Dive showed that children like this focused approach although it is still early days.	Despite COVID, CTG has been successful in helping to close the gaps in children's learning. Data analysis across the school shows that most children are now attaining at their pre-COVID expectations. Children have caught up in phonics and data is 100% by the end of Year 2. Pupils with SEND continue to do well as seen from data analysis and Deep Dive evidence. NELI has been started for current Y1 and all current YR will be baselined to aid poor speak and language. This needs to be further embedded to see the full impact on Y1 children.	**[Use this space to review the overall success of your intervention. Record whether pupils' goals were met.]**
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • **As expected X** • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • **As expected X** • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐

Anticipated expenditure	Year 1	£1000	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐	Is expenditure anticipated to increase, decrease	Increase ☐ Decrease ☐ Remain the same ☐

					or remain the same?	
			Year 2	£3000	Year 3	£
	Total anticipated expenditure:	£				
			Year 2	£3000	Year 3	£
Actual expenditure	Year 1	£1000	Did expenditure increase, decrease or remain the same?	Increased ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£4000				

Intervention:	Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations		
Category:	Targeted academic support		
Intended outcomes:	PPG pupils make good progress compared to their peers	Success criteria:	Target tracker and CTG plans show that children are making good progress towards set targets and gaps are closing
Staff lead:			
	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: Use Close-The-Gap (CTG) support to target PPG children who have gaps in their learning. This is planned from Target Tracker and other formative and summative teacher assessments Give each teacher ½ per term to plan out focused vocabulary support. TAs and class teachers (CT) to implement CTG. Follow this up with lesson visits but EHT and governors. Monitor the impact through target tracker, CTG intervention plans and Pupil Progress meetings (PPM)	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): Give each teacher ½ per term to plan out focused vocabulary support. Follow this up with lesson visits but EHT and governors. TAs and teachers to implement CTG. Monitor the impact through target tracker, CTG intervention plans and Pupil Progress meetings (PPM) Use Close-The-Gap (CTG) support to target PPG children who have gaps in their learning. This is planned from Target Tracker and other formative and summative teacher assessments	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): Give each teacher ½ per term to plan out focused vocabulary support. TAs and CTs to implement CTG. Follow this up with lesson visits but EHT and governors. Monitor the impact through target tracker, CTG intervention plans and Pupil Progress meetings (PPM) Use Close-The-Gap (CTG) support to target PPG children who have gaps in their learning. This is planned from Target Tracker and other formative and summative teacher assessments

	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review notes	CTG support has supported pupils to close gaps. Data now shows that many children are achieving better than they were at the previous key stage. For PPG children, numbers are small. Almost all children are achieving the same or better than attainment at the previous key stage and support continues for those who are not there yet. The COVID catch up programme often mixes with the PPG CTG and so impact is often related to other initiatives as well	CTG support is targeted at PPG children. All PPG receive CTG and some have received tutoring via the National Tutoring programme. As a result, most children have caught up with pre-COVID expectations. Data shows that some year groups	**[Use this space to review the overall success of your intervention. Record whether pupils' goals were met.]**
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • **As expected X** • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • **As expected X** • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐

Anticipated expenditure	Year 1	£4000	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐
			Year 2	£4000	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£4000	Year 2	£4000	Year 3	£

			Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£8000				

Intervention:	One-to-one support: Creating additional teaching and learning opportunities using TAs		
Category:	Targeted academic support		
Intended outcomes:	PPG pupils who have significant gaps with additional needs (such as SEND pupils) receive additional support and gaps close, accelerating progress	Success criteria:	PPG pupils with SEND make accelerated progress against expected outcomes
Staff lead:	**EHT/SENCo**		

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1:	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):
	Work with SENCo to identify specific PPG pupils with SEND for 1:1 support.	**Work with SENCo to identify specific PPG pupils with SEND for 1:1 support.**	**Work with SENCo to identify specific PPG pupils with SEND for 1:1 support.**
	Use ½ day to plan specific 1:1 CTG and additional support through SENCo	**Use ½ day to plan specific 1:1 CTG and additional support through SENCo**	**Use ½ day to plan specific 1:1 CTG and additional support through SENCo**
	SENCo to monitor the impact of the support and ensure that pupils make good progress against a range of criteria, add to provision map	**SENCo to monitor the impact of the support and ensure that pupils make good progress against a range of criteria; add to provision map**	**SENCo to monitor the impact of the support and ensure that pupils make good progress against a range of criteria; add to provision map**
	Use National Tutoring Programme (NTP) to support PPG pupils with catch up		

Light-touch review notes	Annual review notes: Strategies were working well with almost all children making progress in line with their pervious published data. However due to COVID 19 some of these targets would not have been met. The above strategies were proving to be successful with tweaks needed for different year group and so will continue to be employed next year – see SENCo report to Governors on the impact of reading support in 2019-2020 NTP has been trialled for one PPG pupil with mixed outcomes. The child has engaged well with the tutor and has improved confidence. Technical issues with the software and the support from Pearson's has been poor so now consider a different provider	Annual review notes: Tutoring, 1:1 support and CTG has been targeted at SEND and PPG pupils to support progress. The Deep Dive in Term 6, including data analysis, showed that these are having an impact on pupils with SEND and PPG pupils NTP was used for one pupil at home and 3 additional pupils in school. Impact, alongside CTG, showed that all these pupils caught up with their pre-COVID expectations.	Final review notes: **[Use this space to review the overall success of your intervention. Record whether pupils' goals were met.]**
Light-touch review overall assessment	The intervention is performing: - Far above expectations ☐ - Above expectations ☐ - **As expected X** - Below expectations ☐ - Far below expectations ☐	The intervention is performing: - Far above expectations ☐ - Above expectations ☐ - **As expected X** - Below expectations ☐ - Far below expectations ☐	The intervention is performing: - Far above expectations ☐ - Above expectations ☐ - As expected ☐ - Below expectations ☐ - Far below expectations ☐

Anticipated expenditure	Year 1	£1000	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐

			Year 2	£1000	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£1000	Did expenditure increase, decrease or remain the same?	Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£2000				

Intervention:	Develop further parental engagement		
Category:	Wider strategies		
Intended outcomes:	PPG parents feel welcome and supported as a result of support put in place	Success criteria:	Governor survey shows that PPG parents are positive about the school against a number of measures
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1:	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):
	Engage with PPG parents as part of the termly Parent Forum meetings **Ensure that PPG parents are targeted to attend**	**Introduce termly parent sessions to talk with child and teacher about the CTG support and how they can support at home** **Engage with PPG parents as part of the termly Parent Forum meetings** **Ensure that PPG parents are targeted to attend**	**Monitor termly parent sessions where the CT, child and parent talk about the CTG support and how they can support at home** **Engage with PPG parents as part of the termly Parent Forum meetings** **Ensure that PPG parents are targeted to attend**

	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review notes	Due to COVID, only one face-to-face meeting took place with some parents of PPG. Zoom meetings held since have been attended by PPG parents	COVID restricted the school's ability to engage with parents, except via Zoom. However, virtual parents' meetings took place and feedback was taken on a variety of subjects. Parents' evenings were conducted via phone and all children were followed up. SENCo meetings were held virtually and this support parents' engagement with their child's learning.	**[Use this space to review the overall success of your intervention.]**
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • **As expected X** • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • **Below expectations X** • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐

Anticipated expenditure	Year 1	£100	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐

			Year 2	£100	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£100	Year 2	£100	Year 3	£

			Did expenditure increase, decrease or remain the same?	Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£200				

Intervention:	Readiness to learn: Introduction of a breakfast club to provide pupils with a nutritious breakfast before school		
Category:	Wider strategies		
Intended outcomes:	To use the school's breakfast club (and future wrap-around care provision) to ensure that PPG children are ready to learn, well-fed with a nutritional breakfast and	Success criteria:	Attendance for PPG pupils improves and gaps between PPG and non-PPG pupils closes
Staff lead:			
	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1:	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):
	Use breakfast club and target the use for PPG children	Use breakfast club and target the use for PPG children	Use breakfast club and target the use for PPG children
	Speak to parents of PPG children to see if this will be a good provision for them to make use of	Speak to parents of PPG children to see if this will be a good provision for them to make use of	Speak to parents of PPG children to see if this will be a good provision for them to make use of
			Use wrap-around care and after school club to provide nutritious snacks after school

	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review notes	One family has taken up the offer of using Breakfast club. With the introduction of wraparound care from Easter 2021, this is likely to increase	Breakfast club and after school club continue to be used by PPG children free of charge. It is attended by two PPG children regularly at both ends of the day	**[Use this space to review the overall success of your intervention.]**
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • **As expected X** • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • **As expected X** • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐

Anticipated expenditure	Year I	£1000	Is expenditure anticipated to	Remain the same ☐	Is expenditure anticipated to increase, decrease	Increase ☐

			increase, decrease or remain the same?		or remain the same?	Decrease ☐ Remain the same ☐
			Year 2	£1000	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£500	Year 2	£1000	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£1500				

Intervention:	Attendance: Use and support parents with offers of Early Help and attendance improvement plans to help PPG pupils to improve attendance		
Category:	Wider strategies		
Intended outcomes:	To use the school's breakfast club (and future wrap-around care provision) to improve attendance for PPG pupils	Success criteria:	Attendance for PPG pupils improves and gaps between PPG and non-PPG pupils closes
Staff lead:			
	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: **Identify and closely monitor pupils weekly whose attendance is lower than 90% and not improving.** **Support PPG pupils through an Attendance Improvement Plan as per the Attendance policy** **Use the Offer of Early Help to support PPG families with attendance** **Escalate families through the Social Care if necessary and use the GCC attendance procedure with regards to prosecution**	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): **Identify and closely monitor pupils weekly whose attendance is lower than 90% and not improving.** **Support PPG pupils through an Attendance Improvement Plan as per the Attendance policy** **Use the Offer of Early Help to support PPG families with attendance** **Escalate families through the Social Care if necessary and use the GCC attendance procedure with regards to prosecution**	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): **Identify and closely monitor pupils weekly whose attendance is lower than 90% and not improving.** **Support PPG pupils through an Attendance Improvement Plan as per the Attendance policy** **Use the Offer of Early Help to support PPG families with attendance** **Escalate families through the Social Care if necessary and use the GCC attendance procedure with regards to prosecution**

Light-touch review notes	Annual review notes: Monitoring and support has proved very successful and FSM attendance has increased since Sept 2020. Attendance is now better than whole school at over 99%		Annual review notes: Attendance is monitored each week with any child slipping below 95% is monitored individuality. Attendance of PPG was 97.63% which was above the non-FSM of 97.10 and whole school of 96.9%		Final review notes: **[Use this space to review the overall success of your intervention.]**	
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • **Above expectations X** • As expected ☐ • Below expectations ☐ • Far below expectations ☐		The intervention is performing: • Far above expectations ☐ • **Above expectations X** • As expected ☐ • Below expectations ☐ • Far below expectations ☐		The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐	
Anticipated expenditure	Year 1	£200	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐
			Year 2	£200	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£0	Year 2	£200	Year 3	£
			Did expenditure increase, decrease or remain the same?	Remained the same ☐	Did expenditure increase, decrease	Increased ☐ Decreased ☐

				or remain the same?	Remained the same ☐
	Total actual expenditure:	£400			