

3 year long-term pupil premium strategy (September 2019 – July 2023)



This strategy 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 SDP. 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 that are additional to special educational needs, 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:

- To ensure that all teaching is consistently good or better in every classroom
- To ensure that teaching assistants are highly trained to support pupils to achieve the very best they can
- To have clear and robust performance management systems that focus on discussions about pupils eligible for pupil premium
- To address non-academic barriers to attainment such as attendance and behaviour
- To ensure that the PPG reaches the pupils who need it most
- To ensure that mental health and well-being is a key priority across the whole school

**Barriers to future progress**

Academic barriers to attainment	Non-academic barriers to attainment
Special Educational Needs	Poor attendance
Cognition and learning difficulties	Challenging behaviour
Communication difficulties	Lack of parental engagement
Profound learning difficulties	Social Interaction difficulties
	Lack of social opportunities
	Physical difficulties
	Emotional regulation difficulties/Anxiety/Social and emotional difficulties



## **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: Introducing a half-hour weekly CPD slot for teaching staff
2. Professional development: Coaching sessions and support plans, for individuals, to support teachers, with a particular emphasis on quality first teaching for PP
3. To ensure that all day to day teaching meets the needs of each learner

### Targeted academic support

1. All teachers to have pupil progress meetings to ensure that all learners are on track and no gaps appear
2. A clear system for recording and monitoring progress and attainment
3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs

### Wider strategies

1. Parental engagement: Including parent/carer voice in decision making
2. Attendance: Use of an Family Support Worker (FSW) full time to improve attendance and foster links with parents
3. To ensure that pupil mental health is a key priority across the 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.

The progress of pupils in receipt of the PPG is regularly discussed with teachers through staff meetings, performance management and pupil progress meetings.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The **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.

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.

Pupil premium is reported to the Governors and there are termly meeting with the PP lead and PP Governor.

## Our funding

Funding summary: Year 1					
Total number of pupils	223	PPG received per pupil	£2,300	Indicative PPG as advised in School Budget Statement	£114,220
		Number of pupils eligible for PPG	89 (39.9% of total pupils) (As of 1/1/2019)	Actual PPG budget	£114,220
Funding estimate: Year 2					
Estimated pupil numbers	223				
Estimated number of pupils eligible for PPG	89				
Estimated funding	£114,220				
Funding estimate: Year 3					
Estimated pupil numbers	223				
Estimated number of pupils eligible for PPG	89				
Estimated funding	£114,220				



**Intervention planning in full**

Intervention Number	Action	Page numbers for further detail
Intervention 1	To ensure that we work closely with families who are eligible for pupil premium and to establish a system where parental/carer's voice is involved in decision making.	Pages 6 - 10
Intervention 2	To ensure that all day to day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good.	Pages 11 - 15
Intervention 3	To ensure that teaching assistants are highly trained and understand their role in helping pupils to achieve.	Pages 16 - 20
Intervention 4	To have a clear and robust performance management system for all staff, focus on discussions about pupils eligible for PP in pupil progress meetings.	Pages 21 - 25
Intervention 5	To ensure that all staff know which pupils are eligible for PP so that they could take responsibility for accelerating their progress.	Pages 26 - 30
Intervention 6	To ensure pupil mental health and well-being is a key priority across the whole school.	Pages 31 - 35
Intervention 7	To ensure that children eligible for pupil premium are able to access extra-curricular activities and are equipped for school. For example, we may purchase uniform, equipment, contribute to trips or holiday club.	Pages 36 - 41



<b>Intervention 1:</b>	<b>To ensure that we work closely with families who are eligible for pupil premium and to establish a system where parental/carer's voice is involved in decision making.</b>		
<b>Category:</b>	Wider strategies		
<b>Intended outcomes:</b>	<p>For all pupils to attend school and not have gaps in their learning.</p> <p>For families to feel supported and able to ask for help or have support offered when required.</p> <p>To liaise effectively with families and other agencies to support families and aid attendance.</p>	<b>Success criteria:</b>	<ul style="list-style-type: none"> <li>• To employ a family support worker to work with PP families and ensure they are involved in PP decisions.</li> <li>• To appoint a full time family support worker</li> <li>• Families will be well supported whilst allowing more time for SLT to focus on leaning and teaching</li> <li>• For attendance to be improved, particularly addressing any persistent absenteeism</li> <li>• Parent/carer voice will be heard in decision</li> <li>• 1:1 meetings and correspondence with families</li> </ul>
<b>Staff lead:</b>	Kerry Lidgett/Family Support Worker		



	Year 1	Year 2	Year 3
<b>Implementation of Intervention 1</b>	<p><b>How we will implement this intervention in year 1:</b></p> <ul style="list-style-type: none"> <li>• To appoint a family support worker to make links with our families and offer support or signpost support as needed</li> <li>• To have a clear attendance policy where and issues are identified immediately following the everyday call system. Systems are in place to provide home visits and offer transport where required</li> <li>• To record attendance in 2 ways, looking at the overall picture and also removing medical/health issues</li> <li>• Families to have involvement in how PP money is spent on their child</li> <li>• Persistent absenteeism will be challenged and perused</li> <li>• We will devise parent contact sheets which will be kept in individual pupil's files. There will be an expectation for staff to complete these half termly and record conversations with parents/carers, support needed or offered and to share good news with families.</li> </ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <ul style="list-style-type: none"> <li>• As the FSW becomes more established and builds relationships with families we will introduce training/workshops for families to attend</li> <li>• Home visits to be introduced, as appropriate</li> <li>• Support offered for mid-year starters</li> <li>• Meet and greet prospective families to the school and conduct tours of the school</li> </ul>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p> <ul style="list-style-type: none"> <li>• Annual calendar of events to be shared with families</li> <li>• Liaise with class teachers to support organising parent/carer involvement sessions so that families feel involved in school life. This will also support less confident and harder to reach families, providing a positive experience of school</li> </ul>

**Inspire – Enable - Achieve**



<p><b>Light-touch review notes</b></p>	<p><b>Annual review notes:</b></p> <ul style="list-style-type: none"><li>• FSW appointed and starts 9.9.19 – firstly she will settle into school, getting to know the children, families, staff as well as the physical environment</li><li>• Introduce herself and the service to families through a newsletter</li><li>• Organise a coffee morning to meet families and advertise the service and support offered</li><li>• Use the schools social media to raise the profile of the service</li><li>• To have a FSW section on the school website</li></ul>	<p><b>Annual review notes:</b></p> <ul style="list-style-type: none"><li>• Ongoing FSW wage</li></ul>	<p><b>Final review notes:</b></p> <ul style="list-style-type: none"><li>• Ongoing FSW wage</li></ul>
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<b>Light-touch review overall assessment</b>	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	
<b>Anticipated expenditure</b>	<b>Year 1</b>	<b>£15,700</b> (FSW cost)	<b>Is expenditure anticipated to increase, decrease or remain the same?</b>	Increase Decrease <b>Remain the same</b>	<b>Is expenditure anticipated to increase, decrease or remain the same?</b>	Increase Decrease <b>Remain the same</b>
			<b>Year 2</b>	<b>£15,700</b> (FSW cost)	<b>Year 3</b>	<b>£15,700</b> (FSW cost)
	<b>Total anticipated expenditure:</b>	<b>£47,100</b>				



Actual expenditure <i>This section to be completed at the end of the year.</i>	Year 1	£	Year 2	£	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:		£				



<b>Intervention 2:</b>	<b>To ensure that all day to day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good.</b>		
<b>Category:</b>	Quality of teaching		
<b>Intended outcomes:</b>	<p>For all pupils to receive daily quality first teaching. Lessons will be planned at an individual level to meet the needs of all pupils, with a particular focus on PP and closing the gap.</p> <p>Pupil premium lead to assess data regularly to analyse progress for PP children. This will ensure that gaps close and PP children keep up with non- PP peers.</p> <p>For teachers to take ownership of their development and set their own targets for improvement where appropriate. Investigate coaching training for SLT, then cascade to all staff</p>	<b>Success criteria:</b>	<ul style="list-style-type: none"> <li>• All teaching will be consistently good or better</li> <li>• Robust monitoring by SLT to ensure quality first teaching and ensure that any areas of training are quickly identified and feed into staff meetings, CPD &amp; training, SDP and the focus of future monitoring</li> <li>• SCERTS training to be kept up to date to support PP children with a diagnosis of ASD</li> <li>• MPTA training to ensure that the PP children are receiving high quality classroom support</li> <li>• To introduce the PSHE jigsaw curriculum to support the personal and social development of PP, particularly those with social barriers</li> <li>• All teachers to feel confident in behaviour management and de-escalation strategies</li> </ul>
<b>Staff lead:</b>	SLT		



	Year 1	Year 2	Year 3
<b>Implementation</b>	<p><b>How we will implement this intervention in year 1:</b></p> <ul style="list-style-type: none"> <li>• Rigorous monitoring of T&amp;L</li> <li>• Learning walks &amp; observations</li> <li>• Staff training in teacher meetings, workshops, Educare, school visits, CPD, etc.</li> <li>• Support plans for any teachers who's teaching is less than good to ensure that they make rapid improvement with support from SLT</li> <li>• PPM to have a focus on PP</li> <li>• A clearer system for recording and monitoring progress and attainment</li> <li>• By using a coaching programme to support class teachers to set their own development targets and to gain support from each other and share good practice.</li> <li>• Behaviour management training and support specifically for SEN</li> </ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <ul style="list-style-type: none"> <li>• Continue rigorous monitoring of T&amp;L</li> <li>• Ensure that new teachers are equipped with the right training, knowledge and support to deliver excellent teaching</li> <li>• Introduce a RQT system to support teachers early in their career</li> </ul>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p> <ul style="list-style-type: none"> <li>• Use of technology for observations, recording excellent examples and good practice to share with others in teacher meetings</li> </ul>



<p><b>Light-touch review notes</b></p>	<p><b>Annual review notes:</b></p> <ul style="list-style-type: none"><li>• Behaviour management training is booked for all staff</li></ul>	<p><b>Annual review notes:</b></p>	<p><b>Final review notes:</b></p>
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<b>Light-touch review overall assessment</b>	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	
<b>Anticipated expenditure</b>	<b>Year 1</b>	<b>£5600,00 – SCERTS</b>  Jigsaw curriculum <b>£2925.00 + £30 p&amp;p + VAT (one off cost)</b>  Behaviour management strategies <b>£5000 (Amount TBC)</b>	<b>Is expenditure anticipated to increase, decrease or remain the same?</b>	Increase <b>Decrease</b> Remain the same	<b>Is expenditure anticipated to increase, decrease or remain the same?</b>	Increase <b>Decrease</b> Remain the same
				<b>Year 2</b>		<b>£5600,00 - SCERTS</b>
	<b>Total anticipated expenditure:</b>	<b>£24,755</b>				



<b>Actual expenditure</b> <i>This section to be completed at the end of the year.</i>	<b>Year 1</b>	£	<b>Year 2</b>	£	<b>Year 3</b>	£
		<b>Did expenditure increase, decrease or remain the same?</b>	Increased Decreased Remained the same	<b>Did expenditure increase, decrease or remain the same?</b>	Increased Decreased Remained the same	
	<b>Total actual expenditure:</b>	£				



<b>Intervention 3:</b>	<b>To ensure that teaching assistants are highly trained and understand their role in helping pupils to achieve.</b>		
<b>Category:</b>	Targeted academic support		
<b>Intended outcomes:</b>	<p>For all TAs to be effectively trained and understand their impact and have a level of understanding of child development and stages of learning.</p> <p>TAs getting direct feedback from SLT and other teachers/TLR holders will improve their practice. Positive feedback will aid well-being and encourage sharing of good practice. Areas for improvement will be given directly and feed into support plans and training.</p> <p>Staffing to be effective and efficient, absence will be covered with minimal impact on the children.</p>	<b>Success criteria:</b>	<ul style="list-style-type: none"> <li>• Through rigorous monitoring we will see TAs effectively supporting and progressing children’s learning</li> <li>• TAs will feel confident and able to use their knowledge</li> </ul>
<b>Staff lead:</b>	Bethan Lang/Jo Berry		



	Year 1	Year 2	Year 3
<b>Implementation</b>	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> <li>• MPTA training with teaching assistants.</li> <li>• Subject training for teaching assistants through online training, workshops and meetings</li> <li>• Learning walk and observation feedback to be given directly to teaching assistants as well as teachers</li> <li>• HoD or team leaders to meet directly with STA or TAs so they have direct contact with leaders</li> <li>• To look at the staffing structures and how we cover absence in order to support TAs well-being and allow them to build stronger relationships with the pupils they work with.</li> </ul>	<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"> <li>• As year 1 with new groups of TAs</li> </ul>	<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"> <li>• In year 3 MPTA training will be for new starters only as all other staff will have been trained</li> </ul>



<p><b>Light-touch review notes</b></p>	<p><b>Annual review notes:</b></p>	<p><b>Annual review notes:</b></p>	<p><b>Final review notes:</b></p>
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<b>Light-touch review overall assessment</b>	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>Far above expectations</li> <li>Above expectations</li> <li>As expected</li> <li>Below expectations</li> <li>Far below expectations</li> </ul>		<ul style="list-style-type: none"> <li>Far above expectations</li> <li>Above expectations</li> <li>As expected</li> <li>Below expectations</li> <li>Far below expectations</li> </ul>		<ul style="list-style-type: none"> <li>Far above expectations</li> <li>Above expectations</li> <li>As expected</li> <li>Below expectations</li> <li>Far below expectations</li> </ul>	
<b>Anticipated expenditure</b>	<b>Year 1</b>	<b>£20,000</b>	<b>Is expenditure anticipated to increase, decrease or remain the same?</b>	Increase	<b>Is expenditure anticipated to increase, decrease or remain the same?</b>	Increase
		TA overtime & deputy head time preparing and leading training		Decrease		Decrease
		<b>Year 2</b>	<b>£20,000</b>	Remain the same	<b>Year 3</b>	<b>£10,000</b>
	<b>Total anticipated expenditure:</b>	<b>£50,000</b>				



	Year 1	£	Year 2	£	Year 3	£
			Actual expenditure <i>This section to be completed at the end of the year.</i>	Did expenditure increase, decrease or remain the same?	Increased Decreased Remained the same	Did expenditure increase, decrease or remain the same?
	Total actual expenditure:	£				



<b>Intervention 4:</b>	<b>To have a clear and robust appraisal system for all staff, focus on discussions about pupils eligible for PP in pupil progress meetings.</b>		
<b>Category:</b>	Targeted academic support		
<b>Intended outcomes:</b>	<p>That a robust system for appraisal will ensure quality first teaching throughout the school.</p> <p>For SLT to be able to track teacher progress robustly and ensure/evidence the support and structure in place</p> <p>The most vulnerable pupils will be placed with the very best teachers and teaching assistants.</p>	<b>Success criteria:</b>	<ul style="list-style-type: none"> <li>• A clear system in place for recording performance management</li> <li>• All staff have clear targets and expectations to ensure QFT</li> <li>• Record of all support and CPD to maintain quality first teaching in all classes</li> </ul>
<b>Staff lead:</b>	SLT		



	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> <li>• Teachers to have a rigorous and robust appraisal system for all staff.</li> <li>• Investigate appraisal software.</li> <li>• Ensure clear targets and expectations are set with an expectation for evidence to show progression and achieving the targets.</li> <li>• SLT to have training on leading appraisals</li> </ul>	<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"> <li>• Teaching assistants to have targets and performance management meetings</li> </ul>	<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"> <li>• Ongoing continuation of the performance management cycle</li> </ul>



<p><b>Light-touch review notes</b></p>	<p>Annual review notes:</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
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<b>Light-touch review overall assessment</b>	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	
<b>Anticipated expenditure</b>	<b>Year 1</b>	<b>£5000</b> – SIMS appraisal software cost	<b>Is expenditure anticipated to increase, decrease or remain the same?</b>	Increase Decrease <b>Remain the same</b>	<b>Is expenditure anticipated to increase, decrease or remain the same?</b>	Increase Decrease <b>Remain the same</b>
			<b>Year 2</b>	<b>£5000</b>	<b>Year 3</b>	<b>£5000</b>
	<b>Total anticipated expenditure:</b>	<b>£15,000</b>				



	Year 1	£	Year 2	£	Year 3	£
			Actual expenditure <i>This section to be completed at the end of the year.</i>	Did expenditure increase, decrease or remain the same?	Increased Decreased Remained the same	Did expenditure increase, decrease or remain the same?
	<b>Total actual expenditure:</b>	£				



<b>Intervention 5:</b>	<b>To ensure that all staff know which pupils are eligible for PP so that they could take responsibility for accelerating their progress.</b>		
<b>Category:</b>	Teaching		
<b>Intended outcomes:</b>	To raise the profile of PP children sensitively and ensure that they are well supported and their barriers to learning understood and overcome together	<b>Success criteria:</b>	<ul style="list-style-type: none"> <li>• All staff to be fully aware of pupils eligible for PP and the specific barriers to learning</li> <li>• For PP knowledge to be evident in classrooms and in discussions with staff</li> <li>• For PP to be on the agenda for pupil progress meetings</li> <li>• SLT to regularly have PP on the agenda</li> </ul>
<b>Staff lead:</b>	Kerry Lidgett		



	Year 1	Year 2	Year 3
Implementation	<p><b>How we will implement this intervention in year 1:</b></p> <ul style="list-style-type: none"> <li>• A termly PP report and register to be circulated to staff</li> <li>• Staff to fill in a PP support sheet each term to evidence support and impact</li> <li>• Staff to be able to suggest and bid for ideas of support for PP children in their class, suggest resources or initiatives that would support progress</li> </ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <ul style="list-style-type: none"> <li>• On going</li> </ul>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p> <ul style="list-style-type: none"> <li>• On going</li> </ul>



<p>Light-touch review notes</p>	<p>Annual review notes:</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
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<b>Light-touch review overall assessment</b>	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	
<b>Anticipated expenditure</b>	<b>Year 1</b>	<b>£12, 000</b> (% of PP lead wage)	<b>Is expenditure anticipated to increase, decrease or remain the same?</b>	Increase Decrease <b>Remain the same</b>	<b>Is expenditure anticipated to increase, decrease or remain the same?</b>	Increase Decrease <b>Remain the same</b>
			<b>Year 2</b>	<b>£12, 000</b> (% of PP lead wage)	<b>Year 3</b>	<b>£12, 000</b> (% of PP lead wage)
	<b>Total anticipated expenditure:</b>	<b>£36,000</b>				



<b>Actual expenditure</b>  <i>This section to be completed at the end of the year.</i>	<b>Year 1</b>	£	<b>Year 2</b>	£	<b>Year 3</b>	£
			<b>Did expenditure increase, decrease or remain the same?</b>	Increased Decreased Remained the same	<b>Did expenditure increase, decrease or remain the same?</b>	Increased Decreased Remained the same
	<b>Total actual expenditure:</b>	£				



<b>Intervention 6:</b>	<b>To ensure pupil mental health and well-being is a key priority across the whole school.</b>		
<b>Category:</b>	Wider strategies		
<b>Intended outcomes:</b>	<p>For staff to have greater awareness of mental health and well-being. They will be able to look out for signs of any issues with pupils and support or sign post effectively. They pay particular attention to children with PP ensuring their mental health and well-being is paramount</p> <p>JD to lead regular ELSA sessions with identified pupils.</p>	<b>Success criteria:</b>	<ul style="list-style-type: none"> <li>• Pupil well-being champions established and regularly meeting</li> <li>• Well Being award achieved</li> <li>• Staff, pupils and families feel that their mental health and well-being is well supported through a variety of strategies</li> </ul>
<b>Staff lead:</b>	Kerry Lidgett		



	Year 1	Year 2	Year 3
Implementation	<p><b>How we will implement this intervention in year 1:</b></p> <ul style="list-style-type: none"> <li>To introduce pupil wellbeing champions who will meet regularly and ensure that pupil voice is included in decision making across the school</li> <li>To have a DSL for mental health who will be trained and a point of contact for staff and children</li> <li>To train staff as mental health first aiders which will support those PP children with SEMH issues, anxiety, emotional regulation difficulties</li> <li>Pupil mental health and well-being will be incorporated into all relevant policies and practice across the school</li> <li>ELSA programme for specific PP pupils to support communications and emotional literacy</li> </ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <ul style="list-style-type: none"> <li>Year 1 strategies will become embedded</li> <li>All staff will be trained in Mental health first aid</li> </ul>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p> <ul style="list-style-type: none"> <li>Ongoing support and training to continue strategies from year 1 and 2</li> <li>Any new staff will receive mental health first aid information and training</li> </ul>



<p><b>Light-touch review notes</b></p>	<p><b>Annual review notes:</b></p>	<p><b>Annual review notes:</b></p>	<p><b>Final review notes:</b></p>
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<b>Light-touch review overall assessment</b>	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	
<b>Anticipated expenditure</b>	<b>Year 1</b>	£10,000 (% of PP lead wage)	<b>Is expenditure anticipated to increase, decrease or remain the same?</b>	Increase	<b>Is expenditure anticipated to increase, decrease or remain the same?</b>	Increase
		£10,000 (% of ELSA lead wage)		<b>Decrease</b>		<b>Decrease</b>
		Mental health first aid training for staff – Cost TBC approx.. <b>£5000</b>		Remain the same		Remain the same
			<b>Year 2</b>	£10,000 (% of PP lead wage)	<b>Year 3</b>	£10,000 (% of PP lead wage)
				£10,000 (% of ELSA lead wage)		£10,000 (% of ELSA lead wage)
				Mental health first aid training for new staff – Cost TBC approx.. <b>£2000</b>		Mental health first aid training for new staff – Cost TBC approx.. <b>£2000</b>



	<b>Total anticipated expenditure:</b>	£60,000				
<b>Actual expenditure</b> <i>This section to be completed at the end of the year.</i>	<b>Year 1</b>	£	<b>Year 2</b>	£	<b>Year 3</b>	£
			<b>Did expenditure increase, decrease or remain the same?</b>	Increased Decreased Remained the same	<b>Did expenditure increase, decrease or remain the same?</b>	Increased Decreased Remained the same
	<b>Total actual expenditure:</b>	£				



<b>Intervention 7:</b>	<b>To ensure that children eligible for pupil premium are well supported and are equipped for school.</b>		
<b>Category:</b>	Wider strategies		
<b>Intended outcomes:</b>	<p>For all pupils to have the correct equipment/uniform they need for school.</p> <p>For our families to be supported and for pupils to be able to attend extra-curricular activities.</p>	<b>Success criteria:</b>	<ul style="list-style-type: none"> <li>• To purchase school uniform if needed to support individual families</li> <li>• To contribute to school trips if needed in order for pupils eligible for PP to attend</li> <li>• To contribute to holiday club to support the family and to maintain routine for specific pupils</li> <li>• To ensure that pupils have the correct equipment they need to ensure that their learning is level with their peers</li> </ul>
<b>Staff lead:</b>	Kerry Lidgett/SLT		



	Year 1	Year 2	Year 3
Implementation	<p><b>How we will implement this intervention in year 1:</b></p> <ul style="list-style-type: none"><li>• To make sure that the classes with pupil premium pupils have access to ipads to support access to learning</li><li>• To substitute holiday club for some PP families so that they are supported. Pupils will also approach the new term more regulated as they will have had less time away from school and will have maintained their routine.</li></ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p> <ul style="list-style-type: none"><li>• Ongoing</li></ul>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p> <ul style="list-style-type: none"><li>• Ongoing</li></ul>



<p><b>Light-touch review notes</b></p>	<p><b>Annual review notes:</b></p>	<p><b>Annual review notes:</b></p>	<p><b>Final review notes:</b></p>
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<b>Light-touch review overall assessment</b>	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	
<b>Anticipated expenditure</b>	<b>Year 1</b>	<p><b>£10,000</b></p> <p>Breakdown:</p> <p><b>£2000</b> – summer club subsidised for PP children. 30% of summer club are PP (17 out of 56 places)</p> <p>LAC expenditure - <b>£6000</b> (bid through PEP meetings for individuals)</p> <p><b>£2000</b> for uniform, trips, etc...</p>	<b>Is expenditure anticipated to increase, decrease or remain the same?</b>	Increase	<b>Is expenditure anticipated to increase, decrease or remain the same?</b>	Increase
				Decrease		Decrease
				Remain the same		Remain the same
	<b>Year 2</b>				<b>Year 3</b>	



	<b>Total anticipated expenditure:</b>	<p><b>Other PPG to be used for: (Amount TBC)</b></p> <p>Music therapy, play therapy £500</p> <p>Yoga</p> <p>Relax kids</p> <p>Mindfulness</p> <p>TA wage that leads social groups, weekly occurrence for PP children</p>
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<b>Actual expenditure</b> <i>This section to be completed at the end of the year.</i>	<b>Year 1</b>	£	<b>Year 2</b>	£	<b>Year 3</b>	£
			<b>Did expenditure increase, decrease or remain the same?</b>	Increased Decreased Remained the same	<b>Did expenditure increase, decrease or remain the same?</b>	Increased Decreased Remained the same
	<b>Total actual expenditure:</b>	£				

YEAR	TOTAL SPEND TO DATE (Oct 2019)	REMAINING SPEND	COMMENTS
<b>Total PP Budget Year 1</b> <b>£114, 221</b>	<b>£101, 255</b>	<b>£12,966.00</b>	
<b>Total Spend Year 2</b>			
<b>Total Spend Year 3</b>			