



Pupil Premium

Review of Spending and Strategy Statement

Our philosophy

At Eppleton Academy Primary School, 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 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 excellent teacher is 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

Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Low levels of literacy, particularly reading	Poor attendance
Poor language and communication skills	
'Outstanding' teaching not present in every classroom	Lack of parental engagement
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, implementing a formal coaching structure to include sharing of outstanding practice within school and within other schools.
2. Professional development: Individual mentoring sessions to support identified teachers including NQTs, with a particular emphasis on strategies to deepen learning
3. Support for early career teachers: A teaching development programme delivered by external experts

Targeted academic support

1. Structured interventions: Introducing vocabulary, reading and spelling interventions for pupils with poor literacy, oral language and communication skills
2. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations

3. Additional EYFS teacher to target support for disadvantaged children, with a specific focus on poor language and communication

Wider strategies

1. Parental engagement: Family support worker to support identified families
2. Attendance: identified attendance team to improve attendance and foster links with parents
3. Lack of focus and confidence due to poor mental health and wellbeing: School counselling service and mental health and wellbeing support group for target pupils
4. Lack of school readiness: Eppletots pre-school group to support parents in developing school readiness

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 class 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.

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The school publishes a link to the [school and college performance tables](#) and the schools' performance tables page on the school website.

Our funding

Funding summary: Year 1					
Total number of pupils	180	PPG received per pupil	£1345	Indicative PPG as advised in School Budget Statement	£62,640
		Number of pupils eligible for PPG	46	Actual PPG budget	£65977
Funding estimate: Year 2					
Estimated pupil numbers		182			
Estimated number of pupils eligible for PPG		44			
Estimated funding		£59800			
Funding estimate: Year 3					
Estimated pupil numbers		182			
Estimated number of pupils eligible for PPG		44			
Estimated funding		£59800			

Intervention planning in full

Intervention:	Encouraging self-led professional development, implementing a formal coaching structure to include sharing of outstanding practice within school and within other schools.		
Category:	Quality of teaching		
Intended outcomes:	Improve the quality of teaching and have an 'outstanding' teacher in every classroom by the end of year 3	Success criteria:	Every teacher has been judged 'outstanding' by internal assessment
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>We will identify target teachers to be supported through a coaching programme. Priorities for learning will be established in liaison with the teaching and learning lead and take into consideration any appraisal or monitoring feedback. Cover will be provided to allow teachers to plan, observe and review outstanding practice, making links with outstanding practice in other schools.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Due to school closure in March 2020, we were unable to complete the coaching programme that we had planned. This will be implemented during 2020-21.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>
Light-touch review notes	<p>Annual review notes:</p> <p>Teachers we split into coaching teams and initial CPD completed, ready to being initial</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>

	coaching cycle in summer term. However, due to school closure we were unable to complete this. Remaining budget was reallocated to CPD training to support teachers to lead quality home learning and provide PP children with resources					
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input checked="" type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£10000	Is expenditure anticipated to increase, decrease or remain the same? <div> Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/> </div>	Is expenditure anticipated to increase, decrease or remain the same? <div> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/> </div>		
			Year 2	£6000	Year 3	£6000
	Total anticipated expenditure:	£22000				
Actual expenditure	Year 1	£ 10000	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same? <div> Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/> </div>	Did expenditure increase, decrease or remain the same? <div> Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/> </div>		

	Total actual expenditure:	£
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Intervention:	Professional development: Individual mentoring sessions to support identified teachers including NQTs, with a particular emphasis on strategies to deepen learning		
Category:	Quality of teaching		
Intended outcomes:	Increased numbers of disadvantaged children working at ARE and GDS	Success criteria:	Outcomes for disadvantaged pupils at least in line with national 'other' pupils
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>A programme of CPD to support teachers in developing a range of strategies to deepen learning across core and non-core subjects. Mentoring of identified teachers in the plan, teach and review cycle and take into consideration any appraisal or monitoring feedback. Opportunities provided to share good practice within school and beyond. Cover will be provided when needed.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>A programme of CPD to support teachers in developing a range of strategies to deepen learning across core and non-core subjects. Mentoring of identified teachers in the plan, teach and review cycle and take into consideration any appraisal or monitoring feedback. Opportunities provided to share good practice within school and beyond. Cover will be provided when needed.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

Light-touch review notes	Annual review notes: Mentor supported identified staff across the school year. Opportunities were provided to observe practice and evidence from monitoring demonstrates new strategies being used and improved teaching.		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected x • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£5000	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	£2000	Year 3	£2000
	Total anticipated expenditure:	£9000				
Actual expenditure	Year 1	£5000	Year 2	£	Year 3	£
			Did expenditure increase, decrease	Increased <input type="checkbox"/> Decreased <input type="checkbox"/>	Did expenditure increase, decrease or	Increased <input type="checkbox"/> Decreased <input type="checkbox"/>

			or remain the same?	Remained the same <input type="checkbox"/>	remain the same?	Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Support for early career teachers: A bespoke teaching development programme delivered by school leaders and external agencies		
Category:	Quality of teaching		
Intended outcomes:	to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching	Success criteria:	Teaching is at least good+ Teachers are proactive in continuing their own development
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Design and implement personalised CPD programme based on previous targets from ITT. This will include networking with NQTs, residential, CPD targeted at NQTs. In addition to this opportunities an in-school programme of CPD in school, facilitated by leaders within school.</p> <p>Design and implement personalised CPD programme for early career teachers ran by LA. Opportunities to network and share good practice will be provided through this. Further subject specialism CPD provided through involvement with cluster schools.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Continued: Design and implement personalised CPD programme based on previous targets from ITT. This will include networking with NQTs, residential, CPD targeted at NQTs. In addition to this opportunities an in-school programme of CPD in school, facilitated by leaders within school.</p> <p>Design and implement personalised CPD programme for early career teachers ran by LA. Opportunities to network and share good practice will be provided through this. Further subject specialism CPD provided through involvement with cluster schools</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

Light-touch review notes	Annual review notes: Due to school closure in March 2020, this work was not completed and sessions postponed until 2020-21		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations x • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£12000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease ✓ 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 ✓
			Year 2	£12000	Year 3	£8000
	Total anticipated expenditure:	£28000				
Actual expenditure	Year 1	£8000	Year 2	£	Year 3	£
			Did expenditure increase, decrease	Increased <input type="checkbox"/> Decreased <input type="checkbox"/>	Did expenditure increase, decrease or	Increased <input type="checkbox"/> Decreased <input type="checkbox"/>

			or remain the same?	Remained the same <input type="checkbox"/>	remain the same?	Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Structured interventions: Introducing vocabulary, reading and spelling interventions for pupils with poor literacy, oral language and communication skills					
Category:	<u>Targeted academic support</u>					
Intended outcomes:	Improved outcomes in GLD, end of KS1 and KS2		Success criteria:	More children working at ARE in speaking and listening, reading		
Implementation	Year 1	Year 2		Year 3		
	<p>How we will implement this intervention in year 1:</p> <p>Accelerated Reader- disadvantaged pupils targeted to include reading targets (point/works) and targeted 1:1 opportunities to read aloud three times per week.</p> <p>Lexia- disadvantaged children to receive Lexia support 3 x per week minimum and key adult to address any identified gaps to be addressed. Adult intervention allowed target children to focus on specific areas.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Accelerated Reader- disadvantaged pupils targeted to include reading targets (point/works) and targeted 1:1 opportunities to read aloud three times per week.</p> <p>Lexia- disadvantaged children to receive Lexia support 3 x per week minimum and key adult to address any identified gaps to be addressed.</p>		<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>		

	Phonics Intervention- regular assessments track disadvantaged children and immediate intervention to address any pupils falling behind	Phonics Intervention- regular assessments track disadvantaged children and immediate intervention to address any pupils falling behind	
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>From impact analysis,</p> <p>Accelerated Reader:</p> <p>78% of PP children accessing the programme made accelerated progress over 2 terms. Due to school closure, AR did not run during the summer term.</p> <p>Lexia: PP children could continue to access Lexia during school closure, however only 18% completed this. Data to continue to be analysed on school opening as this was only implemented in Spring term.</p> <p>1:1 phonics and small group phonics intervention had positive impact on early reading skills. 60% of PP pupils were on track to pass phonics assessment (a rise of 40%) however these assessments did not take place in the summer term due to school closure.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations x • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£8000	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 ✓
			Year 2	£8000	Year 3	£8000
	Total anticipated expenditure:	£24000				
Actual expenditure	Year 1	£8000	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:	Small group tuition: Targeted English and maths teaching for pupils who are below age-related expectations		
Category:	<u>Targeted academic support</u>		
Intended outcomes:	Improved outcomes in English and maths by the End of KS2	Success criteria:	Increased number of disadvantaged children working at ARE+
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Booster sessions ran by teachers implemented for target children to address gaps in knowledge.</p> <p>Intervention sessions ran by teachers to address gaps in learning, particularly focussed on basic skills.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Booster sessions ran for two terms, targeting PP children working below the expected standard and a separate group for children targeted to move to working above the expected standard. These did not run during the summer term however, funding reallocated to support additional session on children's return to school in June and July.</p> <p>There is no summer term data available to evidence end of year impact.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations x • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£10500	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£10,500	Year 3	£10500
	Total anticipated expenditure:	£31500				
Actual expenditure	Year 1	£10500	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:	Additional EYFS teacher to target support for disadvantaged children, with a specific focus on reading and poor language and communication		
Category:	<u>Targeted academic support</u>		
Intended outcomes:	Improved GLD outcomes	Success criteria:	

Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>EYFS teacher to be trained in BLAST programme to develop language and communication skills. Programme to be implemented regularly to target disadvantaged children.</p> <p>EYFS teacher to receive CPD on developing early phonics skills and implementing target group intervention for disadvantaged children. Additional phonics sessions for these pupils.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>EYFS teacher to be trained in BLAST programme to develop language and communication skills. Programme to be implemented regularly to target disadvantaged children.</p> <p>EYFS teacher to receive CPD on developing early phonics skills and implementing target group intervention for disadvantaged children. Additional phonics sessions for these pupils.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>BLAST Training was cancelled due to Covid-19.</p> <p>Intensive CPD provided for EYFS staff on developing early phonics skills and opportunities to observe excellent practice and work alongside a phonics specialist. Improved teaching of phonics evident and early intervention in place. CPD cycle was interrupted in March due to school closure and will begin in September 2020 for another academic year.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£10,500	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 <input type="checkbox"/>
	Year 2	£10500			Year 3	£9000
	Total anticipated expenditure:	£28500				
Actual expenditure	Year 1	£9000	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Attendance: identified attendance team to improve attendance and foster links with parents		
Category:	Wider strategies		
Intended outcomes:	Attendance at least in line with national average for disadvantage children	Success criteria:	Improved attendance evident and reduced persistence absence for target pupil premium families.

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <p>Attendance team to continue to ensure monitoring of attendance is rigorous and that any issues raised are dealt with in line with the school attendance policy. DH to implement support for families where needed and carry out home visits for PA pupils. Continue to ensure importance of attendance remains high profile through reward systems, school newsletters and reporting to parents.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Following school closure, additional support focussing on ensuring pupils return to school and establish good routines from the outset, especially where parents are anxious about children's return. Attendance team to continue to ensure monitoring of attendance is rigorous and that any issues raised are dealt with in line with the school attendance policy. DH to implement additional support for families where needed and carry out home visits for PA pupils. Continue to ensure importance of attendance remains high profile through reward systems, school newsletters and reporting to parents.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>
Light-touch review notes	<p>Annual review notes:</p> <p>Rigorous systems are in place and improved attendance and persistent absence rates evident up until March 2020. School closure impacted end of year assessment data. DHT and administrator continued to lead home learning.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations x • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£8500	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same ✓	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same ✓
			Year 2	£8500	Year 3	£8500
	Total anticipated expenditure:		£25500			
Actual expenditure	Year 1	£8500	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:	Lack of focus and confidence due to poor mental health and wellbeing: School counselling service and mental health and wellbeing support group for target pupils		
Category:	Wider strategies		
Intended outcomes:	Pupils are focussed and confident in lessons	Success criteria:	Improved behaviours for learning and confidence evident for target pupils.
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Happy Chat (our school counselling service) will be available to support disadvantaged pupils. Children will attend for 1:1 sessions or small group support will be available for identified pupils. We will set up a referral system to allowing pupils to be referred by parents, staff or by self-referring.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Following children's return to school in September after almost 6 months not in school, Happy Chat (our school counselling service) will be available to support disadvantaged pupils. Children will attend for 1:1 sessions or small group support will be available for identified pupils. We will set up a referral system to allowing pupils to be referred by parents, staff or by self-referring.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>
Light-touch review notes	<p>Annual review notes:</p> <p>From termly analysis, there is evidence that this support is positively impacting on pupil engagement with their learning. Although school closed in March, this service continued in order to support during school closure.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations x As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£5000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same ✓	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same ✓
			Year 2	£5000	Year 3	£5000
	Total anticipated expenditure:		£15000			
Actual expenditure	Year 1	£5000	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:	Lack of school readiness: Eppletots pre-school group to support parents in developing school readiness		
Category:	<u>Wider strategies</u>		
Intended outcomes:		Success criteria:	<u>Increased participation of children under four years in family learning</u>
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Eppletots will be open for children under 5 to attend in order to develop early reading and language skills. A member of the EYFS team will lead this group and target particular skills identified as a barrier for pupils being school ready. This will include a range of play activities, adult led story and rhyme time and modelling good habits to parents to develop these skills outside of the session.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Eppletots will be open for children under 5 to attend in order to develop early reading and language skills. A member of the EYFS team will lead this group and target particular skills identified as a barrier for pupils being school ready. This will include a range of play activities, adult led story and rhyme time and modelling good habits to parents to develop these skills outside of the session.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

Light-touch review notes	Annual review notes: Up until school closure, Eppletots had increased numbers of children attending with twenty families on our register and we were able to extend the family learner sessions. Work focussed around speech and language and parental interaction with children through story and rhyme. Once Covid restrictions allow, this will be resumed.		Annual review notes: [Use this space to review the success of your intervention in year 2.]		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations x • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£3000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same ✓	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same ✓
			Year 2	£2500	Year 3	£2500
	Total anticipated expenditure:	£8000				

Actual expenditure	Year 1	£3000	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:	£				