

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		55			
Estimated number of pupils eligible for PPG		5			
Estimated funding		£8250			
Funding estimate: Year 3					
Estimated pupil numbers		60			
Estimated number of pupils eligible for PPG		4			
Estimated funding		£6600			

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		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Clear CPD programme to ensure that all teaching rapidly moves to Brilliant is part of the RAP actions (Priority 2)</p> <p>Staff meetings linked to improving the quality of teaching</p> <p>TRG maths project to improve outcomes in maths across the school</p> <p>Termly meetings with DCEO to review the quality of teaching</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Clear CPD programme to ensure that all teaching rapidly moves to Brilliant is part of the RAP actions (Priority 2)</p> <p>Staff meetings linked to improving the quality of teaching</p> <p>TRG maths project to improve outcomes in maths across the school</p> <p>Involvement in other DGAT projects to improve teaching, including English and maths, and other curriculum subjects.</p> <p>Termly meetings with DCEO to review the quality of teaching</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Clear CPD programme to ensure that all teaching rapidly moves to Brilliant is part of the RAP actions (Priority 2)</p> <p>Staff meetings linked to improving the quality of teaching</p> <p>Regular meetings with DCEO to review the quality of teaching</p> <p>Sharing best practice around other local schools and in the DGAT family of schools</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>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</p> <p>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</p>		<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 2.]</p>		<p>Final review notes:</p> <p>[Use this space to review the overall success of your intervention.]</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 X • 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"/> 	
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£500</p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input type="checkbox"/></p>

			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£500	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:	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 both 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
	<p>How we will implement this intervention in year 1:</p> <p>Clear CPD programme to ensure that all teaching rapidly moves to Brilliant is part of the RAP actions (Priority 2)</p> <p>Staff meetings linked to improving the quality of teaching</p> <p>TRG maths project to improve outcomes in maths across the school</p> <p>Feedback given to support teachers every time classes are visited as part of a Deep Dive.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Clear CPD programme to ensure that all teaching rapidly moves to Brilliant is part of the RAP actions (Priority 2)</p> <p>Staff meetings linked to improving the quality of teaching</p> <p>TISP sheets to be given to support teachers every time classes are visited.</p> <p>Subject knowledge to be revisited for each subject over a two-year rolling programme</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Clear CPD programme to ensure that all teaching rapidly moves to Brilliant is part of the RAP actions (Priority 2)</p> <p>Staff meetings linked to improving the quality of teaching</p> <p>TISP sheets to be given to support teachers every time classes are visited.</p> <p>Subject knowledge to be revisited for each subject over a two-year rolling programme</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>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</p>		<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 2.]</p>		<p>Final review notes:</p> <p>[Use this space to review the overall success of your intervention.]</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 X • 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"/> 	
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£300</p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input type="checkbox"/></p>

			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:					
Actual expenditure	Year 1	£300	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:	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:	<p>Every teacher has been judged 'Brilliant' by internal assessment</p> <p>TAs to for a strong part of the overall judgement on the quality of teaching</p>
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Use feedback for TAs and teachers to improve their practice</p> <p>Performance manage all staff, including TAs, so they are clear of their targets to improve and what they need to do next</p> <p>Use staff meetings to support early career teachers and separate TA CPD sessions to improve their practice</p> <p>Send out TAs to see best 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>Use TISP sheets for TAs and teachers to improve their practice</p> <p>Performance manage all staff, including TAs, so they are clear of their targets to improve and what they need to do next</p> <p>Use staff meetings to support early career teachers and separate TA CPD sessions to improve their practice</p> <p>Send out TAs to see best practice in other schools.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Use TISP sheets for TAs and teachers to improve their practice</p> <p>Performance manage all staff, including TAs, so they are clear of their targets to improve and what they need to do next</p> <p>Use staff meetings to support early career teachers and separate TA CPD sessions to improve their practice</p> <p>Send out TAs to see best practice in other schools.</p>

<p>Light-touch review notes</p>	<p>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.</p> <p>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.</p> <p>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</p>		<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 2.]</p>	<p>Final review notes:</p> <p>[Use this space to review the overall success of your intervention.]</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 X • 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"/> 		
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£200</p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input type="checkbox"/></p>

			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£200	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:	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		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Use Close-The-Gap (CTG) support to target PPG children who have poor language, with a focus on tier 2 vocabulary.</p> <p>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)</p> <p>Work with SENCo to ensure that PPG/SEND pupils get additional support for pupils' vocabulary</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Use Close-The-Gap (CTG) support to target PPG children who have poor language, with a focus on tier 2 vocabulary.</p> <p>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)</p> <p>Work with SENCo to ensure that PPG/SEND pupils get additional support for pupils' vocabulary</p> <p>Seek out specific vocabulary intervention strategies, such as NELI, to support PPG pupils</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Use Close-The-Gap (CTG) support to target PPG children who have poor language, with a focus on tier 2 vocabulary.</p> <p>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)</p> <p>Work with SENCo to ensure that PPG/SEND pupils get additional support for pupils' vocabulary</p> <p>Review and monitor specific vocabulary intervention strategies such as NELI</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>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</p> <p>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.</p> <p>Year 2 Autumn outcomes in Y2 – 100% met the check</p> <p>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.</p>		<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 2. Record whether pupils' goals were met.]</p>	<p>Final review notes:</p> <p>[Use this space to review the overall success of your intervention. Record whether pupils' goals were met.]</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 X • 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"/> 		
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£1000</p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input type="checkbox"/></p>

			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£1000	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: 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:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>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</p> <p>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)</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>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)</p> <p>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</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>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)</p> <p>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</p>

Light-touch review notes	Annual 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		Annual review notes: [Use this space to review the success of your intervention in year 2. Record whether pupils' goals were met.]		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: <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	£4000	Is expenditure anticipated to	Increase <input type="checkbox"/>	Is expenditure anticipated to increase, decrease	Increase <input type="checkbox"/>

			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£4000	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:	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:	<u>EHT/SENCo</u>		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Work with SENCo to identify specific PPG pupils with SEND for 1:1 support.</p> <p>Use ½ day to plan specific 1:1 CTG and additional support through SENCo</p> <p>SENCo to monitor the impact of the support and ensure that pupils make good progress against a range of criteria, add to provision map</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Work with SENCo to identify specific PPG pupils with SEND for 1:1 support.</p> <p>Use ½ day to plan specific 1:1 CTG and additional support through SENCo</p> <p>SENCo to monitor the impact of the support and ensure that pupils make good progress against a range of criteria; add to provision map</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Work with SENCo to identify specific PPG pupils with SEND for 1:1 support.</p> <p>Use ½ day to plan specific 1:1 CTG and additional support through SENCo</p> <p>SENCo to monitor the impact of the support and ensure that pupils make good progress against a range of criteria; add to provision map</p>

Light-touch review notes	Annual review notes: Strategies were working well with almost all children making progress in line with their previous 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		Annual review notes: [Use this space to review the success of your intervention in year 2. Record whether pupils' goals were met.]		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: <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	£1000	Is expenditure anticipated to	Increase <input type="checkbox"/>	Is expenditure anticipated to increase, decrease	Increase <input type="checkbox"/>

			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£1000	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:	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
	<p>How we will implement this intervention in year 1:</p> <p>Engage with PPG parents as part of the termly Parent Forum meetings</p> <p>Ensure that PPG parents are targeted to attend</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Introduce termly parent sessions to talk with child and teacher about the CTG support and how they can support at home</p> <p>Engage with PPG parents as part of the termly Parent Forum meetings</p> <p>Ensure that PPG parents are targeted to attend</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Monitor termly parent sessions where the CT, child and parent talk about the CTG support and how they can support at home</p> <p>Engage with PPG parents as part of the termly Parent Forum meetings</p> <p>Ensure that PPG parents are targeted to attend</p>

Light-touch review notes	Annual 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		Annual review notes: [Use this space to review the success of your intervention in year 2.]		Final review notes: [Use this space to review the overall success of your intervention.]	
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	£100	Is expenditure anticipated to	Increase <input type="checkbox"/>	Is expenditure anticipated to increase, decrease	Increase <input type="checkbox"/>

			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£100	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Readiness to learn: 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:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Use breakfast club and target the use for PPG children</p> <p>Speak to parents of PPG children to see if this will be a good provision for them to make use of</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Use breakfast club and target the use for PPG children</p> <p>Speak to parents of PPG children to see if this will be a good provision for them to make use of</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Use breakfast club and target the use for PPG children</p> <p>Speak to parents of PPG children to see if this will be a good provision for them to make use of</p> <p>Use wrap-around care and after school club to provide nutritious snacks after school</p>

Light-touch review notes	Annual 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		Annual review notes: [Use this space to review the success of your intervention in year 2.]		Final review notes: [Use this space to review the overall success of your intervention.]	
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	£1000	Is expenditure anticipated to	Increase <input type="checkbox"/>	Is expenditure anticipated to increase, decrease	Increase <input type="checkbox"/>

			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£500	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: 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:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Identify and closely monitor pupils weekly whose attendance is lower than 90% and not improving.</p> <p>Support PPG pupils through an Attendance Improvement Plan as per the Attendance policy</p> <p>Use the Offer of Early Help to support PPG families with attendance</p> <p>Escalate families through the Social Care if necessary and use the GCC attendance procedure with regards to prosecution</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Identify and closely monitor pupils weekly whose attendance is lower than 90% and not improving.</p> <p>Support PPG pupils through an Attendance Improvement Plan as per the Attendance policy</p> <p>Use the Offer of Early Help to support PPG families with attendance</p> <p>Escalate families through the Social Care if necessary and use the GCC attendance procedure with regards to prosecution</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Identify and closely monitor pupils weekly whose attendance is lower than 90% and not improving.</p> <p>Support PPG pupils through an Attendance Improvement Plan as per the Attendance policy</p> <p>Use the Offer of Early Help to support PPG families with attendance</p> <p>Escalate families through the Social Care if necessary and use the GCC attendance procedure with regards to prosecution</p>

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: [Use this space to review the success of your intervention in year 2.]		Final review notes: [Use this space to review the overall success of your intervention.]	
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	£240	Is expenditure anticipated to	Increase <input type="checkbox"/>	Is expenditure anticipated to increase, decrease	Increase <input type="checkbox"/>

			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£0	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:	£				