**Woodfall Primary and Nursery School**

3-Year Long-Term Pupil Premium Strategy 2023-2026

This strategy is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF).

**Our Philosophy**

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Impact Plan. 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.

At Woodfall Primary and Nursery School, we have high aspirations and ambitions for all our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential and we do this by ‘making our learning inspiring, challenging and fun’. Our curriculum reflects our whole school philosophy, and has been written to ensure all of our children experience success and find their own voice. Our Curriculum Statement outlines this in more detail.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Pupil Premium funding and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

**Our Priorities**

Setting priorities is key to maximising the use of the PPG.

Our priorities are as follows:

● Ensuring an outstanding 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 social and emotional mental health, attendance and behaviour

● Ensuring that the PPG reaches the pupils who need it most

**Barriers to Future Attainment**

We work to break down the barriers that prevent our children from succeeding. Our behaviour policy and relationships-based approach takes into account social and emotional barriers to learning and can be found on our website. Whole school priorities have been identified in our School Impact Plan and are reflected in this Pupil Premium strategy. Some of the barriers to attainment that pupils may face are as follows:

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| Academic Barriers to Attainment | Non-academic Barriers to Attainment |
| Low levels of number understanding | Experiences of trauma or disruption |
| Low levels of literacy | Lack of punctuality and/or attendance |
| Low levels of language and communication skills | Lack of focus and confidence |
| Lack of access to learning resources in the home environment | Struggles with mental health and wellbeing |
| Pupils not accessing quality first teaching | Lack of parental engagement and/or parents having a negative lived experience of school themselves |
| Lack of targeted support for specific difficulties | Arriving at school hungry and not ready to learn |
| Lack of school readiness | Inexperience of aspirational possibilities |
| Special Educational Needs and Disabilities |

**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

**A 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. Whole school approaches including Teaching

2. Targeted academic support

3. Wider strategies

An overview of our tiered provision can be seen on the document ‘Woodfall Primary and Nursery School Tiered Provision 2023’. All intervention choices have been based on research, including the Education Endowment Fund Toolkit and Learning Without Limits Projects.

**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. Progress of all children eligible for Pupil Premium funding will be tracked and individual targets are set for each pupil accessing additional support 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 teachers and relevant teaching assistants through Pupil Progress Meetings, Target Tracker and informal 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 Headteacher, Mrs Hough, alongside the Pupil Premium Lead, 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 DFE School Performance Tables on the school website.

**Our Funding**

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| Funding summary: Year 1 |
| Total number of pupils (2023-24) | 403 | PPG received per pupil | £1455 | Indicative PPG as advised in School Budget Statement | £77115 |
| Number of pupils eligible for PPG | 53 | Actual PPG budget | £79265 |
| Funding estimate: Year 2 |
| Estimated pupil numbers | 405 |
| Estimated number of pupils eligible for PPG | 55 |
| Estimated funding | £82175 |
| Funding estimate: Year 3 |
| Estimated pupil numbers | 415 |
| Estimated number of pupils eligible for PPG | 51 |
| Estimated funding | £76355 |

**Intervention Planning in Full**

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| Intervention: | English Subject Lead: ½ day per week for English subject lead to develop staff coaching, prepare training and monitor for whole school impact in English (including Oracy) |
| Category: | Quality of Education for all (staff CPD & provision for learners) - Linked to Key Issues 1 & 2 in the School Impact Plan. |
| **Intended Outcomes:** | ● Teachers are confident in teaching Oracy and embedding skills across English and the wider curriculum. ● Pupils have the confidence to speak to a variety of audiences, using an appropriate and rich vocabulary on a range of subjects. ● Conduct collaborative planning on curriculum design and how to create a sequence of oracy learning. ● Share further strategies with a focus on strengthening subject knowledge across curriculum through talk. ● Explore what it means to develop an inclusive approach to oracy, accessible to all learners. ● Share with latest research on children with speech, language and communication needs (SLCN) and oracy with all staff. ● Consistent, high quality teaching of reading takes place across the school. ● Teaching Assistants are fully trained on strategies to overcome barriers to comprehension: questioning, prediction, retrieval, vocabulary, inference. ● Continued CPD to be delivered to Reception and Y1 staff in relation to the teaching of phonics. ● To raise standards in reading and develop a culture where there is a love of reading. | **Success Criteria:** | ● Staff will have a good understanding of what ‘Oracy’ is and how it can be planned for across the curriculum. ● Pupils are able to develop their listening and oracy skills through a range of strategies. ● Staff use of oracy strategies across the curriculum lead to development within specific identified strands of oracy framework ● Oracy learning sequences planned and delivered by all staff ensure opportunities for children to demonstrate their oracy skills within specific strands of the oracy framework. ● Improved vocabulary seen across different curriculum subjects in written work - choices are appropriate for a e.g ‘mathematician’, ‘historian’, ‘linguist’. ● Pupils will develop decoding skills and a fluency in reading quickly ● Pupils will be able to read for meaning ● The profile of reading will be high and reading will encouraged and celebrated across the school and the wider community ● Sequences of lessons and endpoints will be on track in every year group and taught fully to maximising outcomes. ● Staff understand methodology, sequencing and underpinning tenets of the Pathways programme. ● Consistency in approach to reading seen across all classes. ● Staff, parents and governors are aware of the high expectations for pupils and the rigorous approach to developing reading skills for all pupils. ● Lower performing group make accelerated progress. ● Barriers to learning are identified early and pupils are moved on at an appropriate pace. ● Planning in place that can be shared across the year groups for shared reading texts. ● Systematic phonics is taught daily by staff who have outstanding knowledge of the school programme and of common misconceptions. Lessons have good pace and involve the application of phonics skills each session. ● Children, staff and parents talk fondly about reading and it is a chosen activity for many. ● Reading rate increases across the school and at home. |
| Staff lead: | English Leader Vicky Hassall |
| Implementation: | Year 1 | Year 2 | Year 3 |
| How we will implement this intervention in Year 1:-Monitoring of Handwriting formation by SLT plus follow up of agreed actions - Systematic rollout and adherence to teaching of ‘The Write Stuff’ for KS2 and aspects of The Write Stuff in KS1  - Staff meeting time dedicated to ‘checking in’ on how roll out and lessons are progressing - 1x full staff meeting per half term dedicated to reading - TA training on strategies to overcome barriers to comprehension: questioning, prediction, retrieval, vocabulary, inference. - Embed rigorous assessments to identify and support struggling readers. Appropriate interventions put into place- Lowest 10% are identified and additional strategies are put in place. - Parental workshops following the foundation model to explain key reading questioning skills and support with use of question stems in reading records. Y1/2, Y3/4, Y5/6 - Reception and Year 1: Development of shared book sessions - Planning to be created on google drive with key vocabulary and main learning points highlighted. - Phonics: Continuous phonics CPD for all staff. Monitoring time built into leadership time. Phonics specific staff meetings. Daily keep up sessions for identified pupils. - Roll out initiatives to raise the profile of reading across the school and into the wider community  - Increased gathering of pupil voice regarding their love of reading and texts they would recommend to others. - Increased initiatives to inspire a love of reading. |  |  |
| Light-touch review notes | Annual review notes: | Annual review notes: | Annual review notes: |
|  | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ |
| Anticipated Expenditure | Year 1 | £79265 plus Training on Learning Without Limits, Memory Recall and FFT Aspire £1000 for VH and JB | Is expenditure anticipated to increase, decrease or stay the same? | Increase □Decrease □Remain the same □ | Is expenditure anticipated to increase, decrease or stay the same? | Increase □Decrease □Remain the same □ |
| Year 2 |  | Year 3 |  |
| Total Expected Expenditure |  |
| Actual Expenditure | Year 1 | £79265 | 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: | £x |

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| Intervention: | Social, Emotional & Mental Health support: ELSA, Learning Mentor, Whole School philosophy |
| Category: | Wider strategies: Linked to Trauma Informed Practice and Key Priority 3 in School Impact Plan |
| **Intended Outcomes:** | - All children, including those eligible for pupil premium will be settled and secure in school - Pupils will have their emotional needs met and will be happy and ready to engage and learn - Pupils know that they have someone in school that they can speak to if and when needed- Families will feel supported by school - Pupils will have developmental needs identified including those relating to attachment and trauma | **Success Criteria:** | - Improved attendance of pupils eligible for Pupil Premium funding - Pupils who are experiencing emotional difficulties will access appropriate support in school - Positive relationships between pupils, families and school staff will form - Pupils who have developmental profile gaps will access appropriate support to learn these skills |
| Staff lead: | SENCO and Safeguarding Lead and SLT |
| Implementation: | Year 1 | Year 2 | Year 3 |
| How we will implement this intervention in Year 1:Introduce a new Trauma Informed approach to behaviour as a whole school. Trained and experienced Learning Mentors in both KS1 and KS2 delivering tailored therapy approaches using a range of strategies e.g. ELSA, Mental Health First Aid, Bereavement training, Drawing & Talking. ELSA Learning Mentor time 3 days per week  123 Magic Parenting Programme (3 half a day sessions twice a half term) The RISE profile will be used to monitor pupils who may need support in social and emotional development. This will then inform interventions/support Volunteers will be engaged to provide 1:1 time with pupils who would benefit from nurture activities |  |  |
| Light-touch review notes | Annual review notes: | Annual review notes: | Annual review notes: |
|  | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ |
| Anticipated Expenditure | Year 1 | £16,709 (ELSA) + £20500 (123 Magic) + £495 (RISE) + £500 (Rest Easy) =£20304 | Is expenditure anticipated to increase, decrease or stay the same? | Increase □Decrease □Remain the same □ | Is expenditure anticipated to increase, decrease or stay the same? | Increase □Decrease □Remain the same □ |
| Year 2 |  | Year 3 |  |
| Total Expected Expenditure |  |
| Actual Expenditure | 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: | £ |

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| Intervention: | Pupil Premium lead time: Ensuring that high quality Pupil Premium provision is in place |
| Category: | Targeted Support  |
| **Intended Outcomes:** | Pupil Premium lead will have up-to-date knowledge of best practice for Pupils in receipt of Pupil Premium, who have been previously looked after, are currently under ‘social care’ and/or are disadvantagedPupil Premium lead and SENCo will develop appropriate approaches and provision for pupils who have SENDPupil Premium lead will track and monitor progress of the cohort and target interventions accordingly Pupil Premium lead will ensure that staff are trained on all elements relating to Pupil Premium as well as Trauma informed Practice, Attachment and ACES Pupil Premium will have an increased understanding of the pupils in the cohort and where individualised approaches are necessary through pupil meetings (motivational interviewing and coaching) | **Success Criteria:** | All pupils in receipt of Pupil Premium funding will be monitored and access interventions to support learning wherever necessary. SENCo and Pupil Premium lead will develop collaborative approaches for pupils in receipt of Pupil Premium who also have SEND Pupils who are not meeting expected targets or who are working below the national average will receive appropriate support to close the gap Staff who have pupils in receipt of pupil premium funding will liaise directly with the lead if there are areas of concern. They will be aware of, and actively use, trauma informed practice Pupils not achieving their full academic potential will receive support to identify barriers and work to overcome them resulting in increased progress and attainment/skills |
| Staff lead: | SENCO, Safeguarding Lead and Pupil Premium Leader |
| Implementation: | Year 1 | Year 2 | Year 3 |
| 1 afternoon per week for data analysis/ reports etc 6 days per term:  - 3 days per term liaison with SENCo - ½ day attachment training per half term  - ½ day per term network group  - ½ day per term steering group LA  - 1 day per term Designated teacher meetings  - ½ day term PEPs ½ day every two weeks = 10 days motivational interviewing and individual coaching for pupils |  |  |
| Light-touch review notes | Annual review notes: | Annual review notes: | Annual review notes: |
|  | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ |
| Anticipated Expenditure | Year 1 | £11,651 (PP) + £7233 (SENCo) = £18,884 | Is expenditure anticipated to increase, decrease or stay the same? | Increase □Decrease □Remain the same □ | Is expenditure anticipated to increase, decrease or stay the same? | Increase □Decrease □Remain the same □ |
| Year 2 |  | Year 3 |  |
| Total Expected Expenditure |  |
| Actual Expenditure | 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: | £ |

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| Intervention: | Quality First Teaching of Mental Health understanding and strategies: The Rest Easy Method Whole School Approach to be Re-Introduced |
| Category: | Quality of teaching, Access to learning, Mental Health Support & Recovery Curriculum following Covid. |
| **Intended Outcomes:** | Pupils will be able to describe the different emotions they are feeling and how they can control these feelings once namedPupils will be able to identify when they are peaking above or below their zone of resilience and use a range of strategies to bring their emotions back under control (within their zone of resilience)Pupils will be able to identify character strengths of themselves and others, and celebrate their successes. Pupils will develop strategies to build resilience and will actively practise these. Pupils will feel more prepared for transition to secondary school. | **Success Criteria:** | All pupils in receipt of Pupil Premium funding will be monitored and access interventions to support learning wherever necessary.SENCo and Pupil Premium lead will develop collaborative approaches for pupils in receipt of Pupil Premium who also have SEND Pupils who are not meeting expected targets or who are working below the national average will receive appropriate support to close the gap Staff who have pupils in receipt of pupil premium funding will liaise directly with the lead if there are areas of concern. They will be aware of, and actively use, trauma informed practice Pupils not achieving their full academic potential will receive support to identify barriers and work to overcome them resulting in increased progress and attainment/skills |
| Staff lead: | SENCO Assistant and SLT |
| Implementation: | Year 1 | Year 2 | Year 3 |
| Training for all Tas, 121s and MDAs, plus office staffAll teachers will have dedicated time on weekly timetables for teaching and practising The Rest Easy Method Training for Year 5 pupils to embark on Rest Easy Buddy StatusPupil Voice and staff feedback will be sought in order to evaluate effectiveness |  |  |
| Light-touch review notes | Annual review notes: | Annual review notes: | Annual review notes: |
|  | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ |
| Anticipated Expenditure | Year 1 | £2500 | Is expenditure anticipated to increase, decrease or stay the same? | Increase □Decrease □Remain the same □ | Is expenditure anticipated to increase, decrease or stay the same? | Increase □Decrease □Remain the same □ |
| Year 2 |  | Year 3 |  |
| Total Expected Expenditure |  |
| Actual Expenditure | 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: | £ |

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| Intervention: | Star Reader: Online Assessment programme to continuously monitor and feedback regarding pupil progress, areas of development and quantity read |
| Category: | Quality of teaching and access to learning |
| **Intended Outcomes:** | All pupils will be reading books that are appropriate to their level of decoding and comprehension.Pupils will make good progress in reading due being taught how to decode/comprehend Teachers and subject lead will be able to monitor the progress of individuals, cohorts and multiple year groups based on the data provided As a result, teaching can be adapted and individuals/cohorts can be targeted for support | **Success Criteria:** | Pupils will make good progress through the ZPD ranges Children who are making below expected progress, will be targeted for further support Reading assessment can continue in a situation where virtual learning/learning at home has to take place eg. school closures |
| Staff lead: | English Leader, Vicky Hassall |
| Implementation: | Year 1 | Year 2 | Year 3 |
| All pupils from Year 1 to Year 6 will have login details for Renaissance Stars/Star ReaderAll pupils will complete reading assessments on Accelerated Reader on a half termly basis Results of assessments will be gathered and used by teaching staff and teaching assistants involved in the provision of reading support  |  |  |
| Light-touch review notes | Annual review notes: | Annual review notes: | Annual review notes: |
|  | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ |
| Anticipated Expenditure | Year 1 | £2500 | Is expenditure anticipated to increase, decrease or stay the same? | Increase □Decrease □Remain the same □ | Is expenditure anticipated to increase, decrease or stay the same? | Increase □Decrease □Remain the same □ |
| Year 2 |  | Year 3 |  |
| Total Expected Expenditure |  |
| Actual Expenditure | 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: | £ |

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| Intervention: | 121 Tuition in Mathematics |
| Category: | Targeted Academic Support |
| **Intended Outcomes:** | Children in receipt of pupil premium, without SEND (and specific children with SEND), will achieve in Maths in line with their cohort and predicted attainment Maths strengths and difficulties will be communicated to Tutor so that gaps in learning can be targeted and children can meet their own potential Pupils will learn in an individual/tailored dynamic way which actively changes according to their acquisition of knowledge and skills, varying between areas of maths (and will be assessed using Renaissance Star Maths Assessment)Progress will be recorded and calculated and will inform class teaching within intervention sessions | **Success Criteria:** | Pupils in receipts of Pupil Premium will attain Mathematics levels in line with their prediction and in line with national expectations Pupils accessing 121 Tuition will make accelerated progress when attending regularly Pupils receiving 121 Tuition will demonstrate an increased understanding of an area they have struggled with when targeted support has been put in placeChildren in receipt of Pupil Premium, and who need additional Maths support, are accessing additional Maths support both in school and at home (as agreed between Tutor, Teacher and Parent). |
| Staff lead: | Mathematics Leader, Kim Muir and Pupil Premium Leader |
| Implementation: | Year 1 | Year 2 | Year 3 |
| 121 Tuition will be accessed by school and timetabled for after school sessions either at home or in school. Teachers to monitor the children in their own class and liaise with 121 Tutors Pupil Premium lead to monitor for progress and engagement  |  |  |
| Light-touch review notes | Annual review notes: | Annual review notes: | Annual review notes: |
|  | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ |
| Anticipated Expenditure | Year 1 | £4575  | Is expenditure anticipated to increase, decrease or stay the same? | Increase □Decrease □Remain the same □ | Is expenditure anticipated to increase, decrease or stay the same? | Increase □Decrease □Remain the same □ |
| Year 2 |  | Year 3 |  |
| Total Expected Expenditure |  |
| Actual Expenditure | 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: | £ |

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| Intervention: | Focused targeted Teaching Assistant support for pupils receiving Pupil Premium: Pupils working at borderline levels or not meeting predicted expectations, will receive focused support from a Teaching Assistant |
| Category: | Targeted Academic Support |
| **Intended Outcomes:** | Struggling learners in KS2 will receive focused support from a Teaching Assistant. Learners will feel supported and will gain confidence from bespoke support in core and foundation subjects (in class and during interventions where necessary) Pupil Premium lead will become more informed about barriers to learning and progress within lessons and subjects for specific learners | **Success Criteria:** | Struggling learners in receipt of Pupil Premium will display increased confidence and understanding within English and Maths which will be reflected in their attainment (daily formative assessment & bi-annual summative assessments) Pupil Premium lead will be more familiar with barriers for specific learners and will be able to guide staff to address them appropriately |
| Staff lead: | Mathematics Leader, Kim Muir and Pupil Premium Leader |
| Implementation: | Year 1 | Year 2 | Year 3 |
| Teaching Assistant to be employed for 16 hours to work in specific classes with specific pupils as a focus. Teaching assistant to deliver interventions as and where agreed  |  |  |
| Light-touch review notes | Annual review notes: | Annual review notes: | Annual review notes: |
|  | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ |
| Anticipated Expenditure | Year 1 | £10,952  | Is expenditure anticipated to increase, decrease or stay the same? | Increase □Decrease □Remain the same □ | Is expenditure anticipated to increase, decrease or stay the same? | Increase □Decrease □Remain the same □ |
| Year 2 |  | Year 3 |  |
| Total Expected Expenditure |  |
| Actual Expenditure | 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: | £ |

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| Intervention: | Financial Support to ensure inclusion: Pupils are supported financially in all educational trips and swimming and subsidised residential visits after deposit paid |
| Category: | Wider Strategies |
| **Intended Outcomes:** | Pupils eligible for Pupil Premium funding will have equal access to educational trips, swimming, music tuition and residential visits | **Success Criteria:** | Pupils eligible for pupil premium funding will access all educational visits. Where they do not attend, this will be for a non-financial reason |
| Staff lead: | School Business Manager and Pupil Premium Leader |
| Implementation: | Year 1 | Year 2 | Year 3 |
| School Business Manager to ensure that all PP subsidies are applied where appropriate |  |  |
| Light-touch review notes | Annual review notes: | Annual review notes: | Annual review notes: |
|  | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ |
| Anticipated Expenditure | Year 1 | £4300 | Is expenditure anticipated to increase, decrease or stay the same? | Increase □Decrease □Remain the same □ | Is expenditure anticipated to increase, decrease or stay the same? | Increase □Decrease □Remain the same □ |
| Year 2 |  | Year 3 |  |
| Total Expected Expenditure |  |
| Actual Expenditure | 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: | £ |

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| Intervention: | EBSN (Emotionally Based School Non-Attendance) protocol: Pupils identified as a cause for concern with attendance and punctuality will be monitored and if intervention is required the EBSN toolkit will be used. Links with families will be fostered |
| Category: | Wider Strategies |
| **Intended Outcomes:** | - Improved attendance for pupils identified - Pupils who have emotional based reasons for not attending school will have their needs met | **Success Criteria:** | - Improved attendance for pupils identified - Pupils and families feel supported |
| Staff lead: | Headteacher and SENCo |
| Implementation: | Year 1 | Year 2 | Year 3 |
| - EBSN toolkit to be fully developed - EBSN protocol/process to be written and followed including strategies to be applied and how we liaise with families/parents |  |  |
| Light-touch review notes | Annual review notes: | Annual review notes: | Annual review notes: |
|  | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ | The intervention is performing: ● Far above expectations □ ● Above expectations □ ● As expected □ ● Below expectations □ ● Far below expectations □ |
| Anticipated Expenditure | Year 1 | £0 | Is expenditure anticipated to increase, decrease or stay the same? | Increase □Decrease □Remain the same □ | Is expenditure anticipated to increase, decrease or stay the same? | Increase □Decrease □Remain the same □ |
| Year 2 |  | Year 3 |  |
| Total Expected Expenditure |  |
| Actual Expenditure | 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: | £ |