



A 3-year Pupil Premium strategy and plan 2022-2025

Document status	A Pupil Premium Statement must be published by schools
Needs to go on website?	Yes
Review requirements	To be reviewed at least annually, or more frequently if required.
Last date reviewed:	Autumn term 2022
Due for review by:	Autumn term 2023 (no review required 2020)
Scheduled for review:	Autumn term, 2025
Governor responsible:	Pupil Premium Governor
Staff member(s) responsible:	Head Teacher / Assistant Headteacher JS
Governor involvement:	Shared and discussed at Full Governing Board

Review history			
Review date	Changes made	By whom	Date shared with staff

Our school's approach

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

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- ensuring excellent learning and teaching in every class;
- closing the attainment gap between disadvantaged pupils and their peers;
- providing targeted support for pupils in order to ensure they make at least expected progress;
- addressing non-academic barriers to attainment such as wellbeing, attendance, behaviour, expectations and aspirations;
- ensuring that the PPG spend reaches the pupils who need it most.

Potential barriers to future attainment

The following are potential barriers to our pupils' attainment:

Potential academic barriers	Potential non-academic barriers
Lower attainment in writing across the school due to language/vocabulary choices, grammatical application of skills, cohesive devices and confidence in the use of these (2021-22- KS2 54% of the cohort & 50% of children identified as disadvantaged achieved writing, KS1 – 44% of the cohort & 36% of children identified as disadvantaged achieved writing)	High number of children identified within the continuum of need for social care, looked after and with family members absent or experiencing high levels of deprivation, demonstrating negative learning behaviours and varying levels of engagement.
Low phonic & reading skills contribute to low outcomes in Key Stage 1 and 2 (2021-22 74% of the cohort & 58% of children identified as disadvantaged achieved phonics; 64% of the cohort & 55% of children identified as disadvantaged achieved expected in KS1 reading)	Social interactions, attachment and environmental pressures for a number (around 10%) of pupils has a detrimental effect on their ability to engage in school often starting the day badly.
Lower attainment in mathematics across the school due to a lack of basic arithmetic and number fact skills (2021-22- KS2 54% of the cohort & 36% of children identified as disadvantaged achieved mathematics, KS1 – 72% of the cohort & 73% of children identified as disadvantaged achieved mathematics)	Persistent absence and limited support from parents / carers to improve attendance and punctuality. Having previously improved, has now been adversely affected by the pandemic.
Low language and social skills on entry to school - EYFS baseline data demonstrates 22% of cohort were working at expected levels in listening skills and 39% in speaking; with 0% of children identified as disadvantaged achieving expected levels in listening and 47% of disadvantaged pupils achieving speaking expectations.	High number of children with emotional and social difficulties resulting in behavioural problems, such as low self-esteem.
Teaching and learning quality which is not yet consistently excellent – 2021 Ofsted judgement of Requires Improvement.	

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 will utilise annual light-touch reviews to ensure our approach is effective and we can cease or adjust expenditure that has 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 any initial training required with follow-on support
- Drive faithful adoption and then intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention (where appropriate) from the outset
- Continually acknowledge, support and reward good implementation practices ☒ Treat any scale-up as a new implementation process

Our tiered approach

To prioritize spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises of three categories:

1. Quality teaching for all
2. Targeted support
3. Wider strategies

Within each category, we have chosen up to three interventions. This focused approach ensures the best chance of success for each intervention.

Quality teaching for all – key priorities

- 1. Improved KS2 outcomes diminishing the difference between Pupil Premium pupils and non-PP pupils in reading, writing and maths.** Through consistent staff CPD across all 3 core areas and the purchase of an effective writing curriculum, staff will deliver high-quality lessons consistently throughout school. Key leaders and support from the Maths and English Hubs, will monitor and support staff members who are not familiar with Read to Write, Steps to Read and White Rose Maths, such as new staff members: 2 ECTs and 1 recently returned to teaching (all KS2 based).
- 2. Improved KS1 outcomes diminishing the difference between Pupil Premium pupils and non-PP pupils in reading and writing.** Through consistent staff CPD across all 3 areas and the purchase of an effective writing curriculum (based on the successful Talk for Writing method), staff will deliver high quality lessons consistently throughout school. Key leaders in school will monitor and support staff members who are not familiar with the school's Steps to Read and Read to Write programmes, such as new staff members and staff relatively new to teaching
- 3. Improved attainment in phonics, diminishing the difference between PP and non-PP, at or close to National expectation.** We will use the Floppy Phonics programme to develop a good applied understanding of phonics. The Floppy Phonic programme has proven to be successful in a range of schools. It's anticipated that this will remain a priority for expenditure in future years. It will also ensure that children accessing further phonic intervention beyond Y2, will have the same approach delivered, it will also support staff less confident in delivering a phonic programme and will help to ensure a consistent level of delivery. School leaders, along with the English Hub, will be on hand to deliver CPD and monitor the success of the new programme.

Targeted support – key priorities

- 1. Improving language skills of EYFS pupils:** Daily high-quality phonics teaching in small groups. Increased reading in small groups. Small group support and additional support in language-based activities and learning opportunities in continuous provision areas. Additional TA support in Reception to provide structured small group input. To improve TA delivery of Wellcomm through tailored CPD. Speech and language, phonics/reading and language development. Purchase of an assessment and diagnostic tool to identify key children who are most at need to develop oracy skills. Baseline assessments of pupils to identify early intervention and support.
- 2. Improving applied phonics of targeted pupils across Key Stage 1:** We will use the Floppy Phonics programme to develop a good applied understanding of phonics. The Floppy Phonic programme has proven to be successful in a range of schools. It's anticipated that this will remain a priority for expenditure in future years. It will also ensure that children accessing further phonic intervention beyond Y2, will have the same approach delivered, it will also support staff less confident in delivering

a phonic programme and will help to ensure a consistent level of delivery. School leaders and English Hub staff will be on hand to deliver CPD and monitor the success of the programme.

- 3. Closing attainment gaps in All Year Groups:** We will ensure that every classroom benefits from teaching assistants in order to: enable further support during Writing, Reading and Mathematics lessons; along with providing interventions or releasing the class teacher to implement interventions. Using the EEF guide to effective interventions, it has been made clear that class teachers are best placed to deliver both pre-planned, bespoke intervention programmes and ad hoc interventions based on AfL. By ensuring each class has access to a HLTA or QTS standard of support will allow high-impact interventions to take place, thus enabling maximum progress, whilst ensuring that children remaining in class are not disadvantaged by not having access to the class teacher on a regular basis.

Wider strategies – key priorities

- 1. Improving school readiness, wellbeing and self-regulation skills:** We will use PPG to support our investment in school nurture provision, family support and targeted small group / individual pastoral interventions. To develop strategies/systems to ensure behaviours are identified early in all mainstream classes. Provision of support to identified children to minimise impact on their own and others learning. Prior experience has proven that this type of investment has paid off, in terms of pupils' progress and engaging parental support.
- 2. Encouraging high aspirations:** Employment of Family Support Worker, who will provide support for vulnerable families through 1-1 contact and engagement programmes. Work with individual and small groups of children in school to support their learning needs. Establish working groups (123Magic) to improve family engagement in children's learning. To liaise with parents to ensure a shared understanding and support for individual children. The Family Support Worker will work as part of the attendance team and to be responsible for the daily monitoring of attendance and panel meetings. Strong links with locality & engagement in town activities. Transition support in liaison with CAMHs. Primary Futures engagement. Provide opportunities for pupils to become immersed in aspects of the wider world and enhance life experiences and for this to be reflected in their work, particularly writing – through reduced costs of educational visits.
- 3. Improving Attendance:** Attendance team to continue with weekly reviews, which will enable leaders to identify and quickly target support for families, who are presenting as persistent non-attenders. Continue to embed rigorous approach to improving attendance, through the understanding that attendance is an issue for all staff members and that they should be actively engaging with parents to help and support the improvements we are trying to achieve. To support families: breakfast Club allocations to identified children & families; reduced costs of lunch;

family breakfast & playground bagels will be available every morning and staffing will be available to facilitate this.

Full planning details for interventions are outlined in the 'PPG Expenditure Planning in Detail' section.

Our review processes

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 upfront and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on the available evidence, and determine the most effective approach moving forward – adapting, expanding or ceasing the intervention as required.

Once the three-year term has been completed, a new three-year strategy will be created considering the lessons learned during the execution of the previous strategy, and regarding any new guidance and evidence of best practice that becomes available. The Headteacher, along with the support of Assistant Headteachers are responsible for ensuring our 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 (2022/23)			
Total number of pupils	183	PPG budget	PPG: £137,155.00
Number of pupils eligible for PPG	54% (99 children)		SLT: £15,552.00
			Total: £152,707.00
			Planned 2022/23 expenditure: £162,212
Anticipated changes in future funding			

PPG expenditure planning in detail

Category:	Quality teaching for all		
Aim:	Develop and embed excellent evidence-based staff CPD programme		
Intended outcomes:	Consistently excellent learning and teaching in every classroom, every day, by the end of Year 3.	Success criteria:	80% of observations judge as learning and teaching as excellent by Year 3 of the plan.
Staff lead:	Headteacher/Assistant Headteachers/Senior Leadership team/MAT Leaders		
Implementation	Year 1 (22-23)	Year 2 (23-24)	Year 3 (24-25)
	<ul style="list-style-type: none"> • Effective implementation, based on EEF best practice principles, of key SSDP priority areas. (See SSDP for additional details.) • Engagement with Maths Hub Year 2 Mastery Development programme – training for 2 staff members (Y4 and 5 teachers) with ½ day training and follow-up tasks, 4x this year. Maths Lead review days 3x. £1,050 – covered by HLTA appointment • Engagement with English Hub Phonics development programme. Phonics lead review days 4x this year. £600 – covered by HLTA appointment • Externally validated review of performance across Maths and Reading with OCT Leaders 3x - £900 – covered by HLTA appointment with key target areas identified and then actioned through training sessions with individuals or key groups. • Support package identified for target staff members with deployment of Assistant Head to deliver bespoke support package • Purchase of MCT training package for Y2-5 teachers and TAs. • EYFS Lead to engage with Maths Hub working group to continue to develop effective maths provision in EYFS – 6x training. £900 – covered by HLTA appointment 	<ul style="list-style-type: none"> • Effective implementation, based on EEF best practice principles, of key SSDP priority areas. (See SSDP for additional details.) • Engagement with Maths Hub Year 3 Mastery Development programme – training for 2 staff members (Y3 and 1 teachers) with ½ day training and follow-up tasks, 4x this year. Maths Lead review days 3x. £1,050 – covered by HLTA appointment • Engagement with English Hub Phonics development programme. Phonics lead review days 4x this year. £600 – covered by HLTA appointment • Externally validated review of performance across Maths and Reading with OCT Leaders 3x - £900 – covered by HLTA appointment with key target areas identified and then actioned through training sessions with individuals or key groups. • Purchase of MCT training package for Y2-5 teachers and TAs. • EYFS Lead to engage with Maths Hub working group to continue to develop effective maths provision in EYFS – 6x training. £900 – covered by HLTA appointment 	<ul style="list-style-type: none"> •

Annual review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review of success so far	<ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 		<ul style="list-style-type: none"> Far above expectations Above expectations As expected - rest Below expectations – writing targets Far below expectations 		<ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 	
Anticipated expenditure	Year 1	£0 – Cost covered in separate sections below	It's planned that expenditure will:	Increase Decrease Remain the same	It's planned that expenditure will:	Increase Decrease Remain the same
			Year 2		Year 3	
	Total planned spend	£				
Actual expenditure	Year 1	£	Did expenditure change from previous year?	Increased Decreased Remained the same	Year 3	£
					Did expenditure change from previous year?	Increased Decreased Remained the same
	Total actual spend:	£				

Category:	Quality teaching for all		
Aim:	Provide support for early career teachers and support staff		
Intended outcomes:	<ul style="list-style-type: none"> • Early career teachers grow into high-quality teachers and leaders with good levels of wellbeing. • The school has retained the services of these individuals. • Newly appointed teaching support staff are fully qualified, leading to better quality support for pupils. 	Success criteria:	<ul style="list-style-type: none"> • Targeted teachers have improved as leaders and practitioners since the beginning of the programme. • All teachers are still within the teaching profession. • Two members of teaching support staff will have achieved QTS status. • Newly appointed support staff will have HLTA or above experience.
Staff lead:	Headteacher/Assistant Headteachers/Senior Leadership team		
Implementation	Year 1 (22-23)	Year 2 (23-24)	Year 3 (24-25)
	<ul style="list-style-type: none"> • Continued appointment of highly skilled Support Staff to ensure effective daily support in ECT's classrooms. – funding covered by HLTA/higher grade TA appointment • Release Leader to support 2 ECTs in KS2 – bi-weekly meeting, completion of key documentation (funded). • Release Leader to attend ECF mentor training (funded) • Purchase the 'TA development' maths intervention programme – includes training videos for TAs to up-skill before delivery. 	<ul style="list-style-type: none"> • Continued appointment of highly skilled Support Staff to ensure effective daily support in ECT's classrooms. – funding covered by HLTA/higher grade TA appointment • Release Leader to support any ECTs in KS1 or 2 – weekly meeting, completion of key documentation (funded). • Release Leader to attend ECF mentor training (funded). • Continued access to training materials for mathematics for any newly appointment TAs or TAs identified as needing additional support to achieve standards. • Training delivered to TAs to enable them to deliver bespoke tutoring for key your groups – Y2,5 and 6. • 	<ul style="list-style-type: none"> • Continued appointment of highly skilled Support Staff to ensure effective daily support in ECT's classrooms. – funding covered by HLTA/higher grade TA appointment • Release Leader to support any ECTs in KS1 or 2 – weekly meeting, completion of key documentation (funded). • Release Leader to attend ECF mentor training (funded). • Continued access to training materials for mathematics for any newly appointment TAs or TAs identified as needing additional support to achieve standards. • Training delivered to TAs to enable them to deliver bespoke tutoring for key your groups – Y2,5 and 6. •
Annual review notes	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review of success so far	<ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	<ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	<ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations

Anticipated expenditure	Year 1	£0 – Cost covered in separate sections below	It's planned that expenditure will:	Increase Decrease Remain the same	It's planned that expenditure will:	Increase Decrease Remain the same
			Year 2		Year 3	
	Total planned spend	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure change from previous year?	Increased Decreased Remained the same	Did expenditure change from previous year?	Increased Decreased Remained the same
	Total actual spend:	£				

Category:	Targeted Support/ Quality teaching for all					
Aim:	Developing a programme to address children’s language and communication issues through early assessment and intervention					
Intended outcomes:	The school has a high-quality support and intervention programme to address early communication and language difficulties.		Success criteria:	Communication and language support and intervention programme developed and fully implemented. Impact of this is evidenced by improved phonics, reading and writing outcomes between now and Year 3.		
Staff lead:	Assistant Headteacher/Phonics Lead/SENDCo					
Implementation	Year 1 (22-23)		Year 2 (23-24)		Year 3 (24-25)	
	<ul style="list-style-type: none"> Continued engagement with the NELI strategies in Reception. Dissemination and training to our linked Nursery of NELI strategies. £1000 Y1 staff to continue implementing strategies from NELI programme. Y2 staff to implement strategies and monitor key pupils’ outcomes against Phonics assessments and other major data markers. S&L interventions to continue to be delivered – S&L lead to train and monitor S&L student in delivery of 1:1 interventions for pupils across key stages. 		<ul style="list-style-type: none"> Continued engagement with the NELI strategies in Reception. Y1 staff to continue implementing strategies from NELI programme. Y2 staff to implement strategies and monitor key pupils’ outcomes against Phonics assessments and other major data markers. S&L interventions to continue to be delivered – S&L lead to train and monitor S&L student in delivery of 1:1 interventions for pupils across key stages. 		<ul style="list-style-type: none"> Continued engagement with the NELI strategies in Reception. Y1 staff to continue implementing strategies from NELI programme. Y2 staff to implement strategies and monitor key pupils’ outcomes against Phonics assessments and other major data markers. S&L interventions to continue to be delivered – S&L lead to train and monitor S&L student in delivery of 1:1 interventions for pupils across key stages. 	
Annual review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review of success so far	<ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 		<ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 		<ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 	
Anticipated expenditure	Year 1	£1,000	It’s planned that expenditure will:	Increase Decrease Remain the same	It’s planned that expenditure will:	Increase Decrease Remain the same
			Year 2		Year 3	
	Total planned spend					
Actual expenditure	Year 1	£	Year 2	£	Year 3	£

		Did expenditure change from previous year?	Increased Decreased Remained the same	Did expenditure change from previous year?	Increased Decreased Remained the same
	Total actual spend:	£			

Category:	Targeted Support		
Aim:	Improving applied phonics of targeted pupils across Key Stage 1		
Intended outcomes:	The school has a high-quality support and intervention programme to address phonic knowledge and application.	Success criteria:	Greater number of children retaining and applying their knowledge of letters and sounds taught during daily phonics lessons. Greater progression through Letters and Sounds, resulting in improved reading and writing earlier on in KS1. Improved percentage of children passing the Phonics Screening Check at the end of Year 1 and re-sits in Y2.
Staff lead:	Assistant Head Teacher: SM; Phonics Lead: HW		
Implementation	Year 1 (22-23)	Year 2 (23-24)	Year 3 (24-25)
	<ul style="list-style-type: none"> Y1 staff to continue implementing strategies from NELI programme. Delivery of Floppy's Phonics will demonstrate fidelity to the programme in all classes/groups being taught; monitoring and subsequent training to ensure this is achieved. Use of trained TAs and teachers to deliver 2 sessions of Floppy's phonics daily. TA costs outlined above Purchase of screens (x3) to ensure that all pupils have equal access to the phonics programme, ensuring fidelity. £1,000 Engagement with English Hub's Phonics development programme; Phonics Lead released to engage with reviews and monitor fidelity to programme throughout the year. £1,050 – funding covered by HLTA/higher grade TA appointment S&L interventions to continue to be delivered – S&L lead to disseminate key strategies to all staff members. 	<ul style="list-style-type: none"> Y1 staff to continue implementing strategies from NELI programme. Delivery of Floppy's Phonics will demonstrate fidelity to the programme in all classes/groups being taught; monitoring and subsequent training to ensure this is achieved. Use of trained TAs and teachers to deliver 2 sessions of Floppy's phonics daily. TA costs outlined above Engagement with English Hub's Phonics development programme; Phonics Lead released to engage with reviews and monitor fidelity to programme throughout the year. £1,050 – funding covered by HLTA/higher grade TA appointment S&L interventions to continue to be delivered – S&L lead to disseminate key strategies to all staff members. 	<ul style="list-style-type: none"> Y1 staff to continue implementing strategies from NELI programme. Delivery of Floppy's Phonics will demonstrate fidelity to the programme in all classes/groups being taught; monitoring and subsequent training to ensure this is achieved. Use of trained TAs and teachers to deliver 2 sessions of Floppy's phonics daily. TA costs outlined above Engagement with English Hub's Phonics development programme; Phonics Lead released to engage with reviews and monitor fidelity to programme throughout the year. £1,050 – funding covered by HLTA/higher grade TA appointment S&L interventions to continue to be delivered – S&L lead to disseminate key strategies to all staff members.
Annual review notes	Annual review notes:	Annual review notes:	Final review notes:

Light-touch review of success so far	<ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 		<ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 		<ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	
Anticipated PPG expenditure	Year 1	£1,000	It's planned that expenditure will:	Increase Decrease Remain the same	It's planned that expenditure will:	Increase Decrease Remain the same
			Year 2	0	Year 3	0
	Total planned spend	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure change from previous year?	Increased Decreased Remained the same	Did expenditure change from previous year?	Increased Decreased Remained the same
	Total actual spend:	£				

Category:	Targeted Support		
Aim:	Closing attainment gaps in All Year Groups		
Intended outcomes:	PP children will engage with learning more effectively. They will have access to high-level interventions, which will pre-teach and close gaps in knowledge. Quality First Teaching will ensure good to outstanding teaching.	Success criteria:	Improved planning, tracking and evaluation of Pupil Premium leading to improved outcomes especially at end of Key Stages. Positive learning behaviours embedded encouraging independent learning.
Staff lead:	Headteacher/Assistant Headteachers JS and SM		
Implementation	<ul style="list-style-type: none"> Year 1 (22-23) 	Year 2 (23-24)	Year 3 (24-25)
	<ul style="list-style-type: none"> Continued appointments of TAs in classes to deliver bespoke as well as off-the-shelf interventions for pupils in all classes. 2 x TAs = £34,000 Recruitment of 3 HLTA/Higher grade TAs to support the delivery of quality interventions/teaching for all. £69,000 Continuation of Y2 TA provision to negate the effects of pandemic. £18,000 Continued use of intervention programmes that reflect the most current EEF findings. Continued development of staffs' ability to deliver pre-planned, high-payoff, bespoke intervention programmes and ad hoc interventions based on AfL. (Catch UP & Twilights) Employment of a tutor to deliver high impact 1:3 intervention for reading/maths/GPS for identified Y6 pupils. £15,070 + additional PPG finding to ensure 2 terms worth of tutoring. Purchase of and training in the use of Shine – Intervention support materials for Reading. £720.00 Re-purchase of Shine – Intervention support materials for maths. £720.00 Purchase the 'TA development package' maths training programme. Purchase of TestBase – to support the delivery of bespoke interventions for Y6. 	<ul style="list-style-type: none"> Continued appointments of TAs in all classes to deliver bespoke as well as off-the-shelf interventions for pupils in all classes. 2 x TAs = £34,000 Continued appointments of 3 HLTA/Higher grade TAs to support the delivery of quality interventions/teaching for all. £69,000 Continued use of intervention programmes that reflect the most current EEF findings. Continued development of staffs' ability to deliver pre-planned, high-payoff, bespoke intervention programmes and ad hoc interventions based on AfL. (Catch UP & Twilights) Employment of a tutor to deliver high impact 1:3 intervention for reading/maths/GPS for identified Y6 pupils. £? + additional PPG finding to ensure 2 terms worth of tutoring. Re-purchase of and training in the use of Shine – Intervention support materials for Reading. £720.00 Re-purchase of Shine – Intervention support materials for maths. £720.00 Purchase the 'TA development package' maths training programme. Re-purchase of TestBase – to support the delivery of bespoke interventions for Y6. 	<ul style="list-style-type: none"> Continued appointments of TAs in all classes to deliver bespoke as well as off-the-shelf interventions for pupils in all classes. 2 x TAs = £34,000 Continued appointments of 3 HLTA/Higher grade TAs to support the delivery of quality interventions/teaching for all. £69,000 Continued use of intervention programmes that reflect the most current EEF findings. Continued development of staffs' ability to deliver pre-planned, high-payoff, bespoke intervention programmes and ad hoc interventions based on AfL. (Catch UP & Twilights) Employment of a tutor to deliver high impact 1:3 intervention for reading/maths/GPS for identified Y6 pupils. £? + additional PPG finding to ensure 2 terms worth of tutoring. Re-purchase of and training in the use of Shine – Intervention support materials for Reading. £720.00 Re-purchase of Shine – Intervention support materials for maths. £720.00 Re-purchase of TestBase – to support the delivery of bespoke interventions for Y6.

	<ul style="list-style-type: none"> Purchase of NFER assessment materials to support diagnostic evaluation of pupil performance, leading to bespoke small group interventions and tutoring. £402.00 					
Annual review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review of success so far	<ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 		<ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 		<ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 	
Anticipated PPG expenditure	Year 1	£137,912	It's planned that expenditure will:	Increase Decrease Remain the same	It's planned that expenditure will:	Increase Decrease Remain the same
		£		Year 2		£
	Total planned spend	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure change from previous year?	Increased Decreased Remained the same	Did expenditure change from previous year?	Increased Decreased Remained the same
	Total actual spend:	£				

Category:	Wider Strategies		
Aim:	Improving school readiness, wellbeing and self-regulation skills		
Intended outcomes:	Children are able to fulfil their full learning potential as a result of better behaviour, social, emotional and mental wellbeing.	Success criteria:	Targeted children have better school readiness. Improved mental health and resilience allows greater engagement in learning and improved outcomes. Minimised disruption to all pupils to allow improved outcomes in classes.
Staff lead:	Pastoral Lead		
Implementation	Year 1 (22-23)	Year 2 (23-24)	Year 3 (24-25)
	<ul style="list-style-type: none"> • Employment of Family Support Worker £8,000 • Support provided for vulnerable families through 1-1 contact and engagement programmes. • Continued appointment of HLTA trained to deliver individual/small group nurture/behaviour support work based on identified wellbeing; mental health and behaviour needs. £14,000 • Establish working groups (123Magic) to improve family engagement in children’s learning. • To develop strategies/systems to ensure behaviours are identified early in all mainstream classes • To liaise with parents to ensure a shared understanding and support for individual children. • To work as part of the attendance team and to be responsible for the daily monitoring of attendance and panel meetings. Admin £3000 • Enhanced Meet and Greet sessions to support pupils who have identified markers of EBSNA • Enhanced transition for Y6 pupils in preparation of move from primary to secondary phases of learning. 	<ul style="list-style-type: none"> • Continued employment of Family Support Worker £8,000 • Support provided for vulnerable families through 1-1 contact and engagement programmes. • Continued appointment of HLTA trained to deliver individual/small group nurture/behaviour support work based on identified wellbeing; mental health and behaviour needs. £14,000 • Establish working groups (123Magic) to improve family engagement in children’s learning. • To develop strategies/systems to ensure behaviours are identified early in all mainstream classes • To liaise with parents to ensure a shared understanding and support for individual children. • To work as part of the attendance team and to be responsible for the daily monitoring of attendance and panel meetings. Admin £3000 • Enhanced Meet and Greet sessions to support pupils who have identified markers of EBSNA • Enhanced transition for Y6 pupils in preparation of move from primary to secondary phases of learning. 	<ul style="list-style-type: none"> • Continued employment of Family Support Worker £8,000 • Support provided for vulnerable families through 1-1 contact and engagement programmes. • Continued appointment of HLTA trained to deliver individual/small group nurture/behaviour support work based on identified wellbeing; mental health and behaviour needs. £14,000 • Establish working groups (123Magic) to improve family engagement in children’s learning. • To develop strategies/systems to ensure behaviours are identified early in all mainstream classes • To liaise with parents to ensure a shared understanding and support for individual children. • To work as part of the attendance team and to be responsible for the daily monitoring of attendance and panel meetings. Admin £3000 • Enhanced Meet and Greet sessions to support pupils who have identified markers of EBSNA • Enhanced transition for Y6 pupils in preparation of move from primary to secondary phases of learning.

Annual review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review of success so far	<ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 		<ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 		<ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	
Anticipated PPG expenditure	Year 1	£22,300	It's planned that expenditure will:	Increase Decrease Remain the same	It's planned that expenditure will:	Increase Decrease £ Remain the same
			Year 2	£	Year 3	
	Total planned spend	£				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£	Did expenditure change from previous year?	Increased Decreased Remained the same	Did expenditure change from previous year?	Increased Decreased Remained the same
	Total actual spend:	£				

Category:	Wider Strategies		
Aim:	Encourage high expectations, aspirations and self-esteem.		
Intended outcomes:	Targeted children have proved to themselves that they're able to be successful at challenging tasks and exceed their own expectations.	Success criteria:	Evidence of pupil voice demonstrates that children involved in enrichment activities are able to identify individual successes and areas where they were able to exceed their own personal expectations.
Staff lead:	Headteacher/Pastoral Lead		
Implementation	Year 1 (22-23)	Year 2 (23-24)	Year 3 (24-25)
	<ul style="list-style-type: none"> • Employment of Family Support Worker to provide support for vulnerable families through 1-1 contact and engagement programmes. – Costing outlined in section above • Continued appointment of HLTA trained to deliver individual/small group nurture/behaviour support work based on identified wellbeing; mental health and behaviour needs - ELSA. – Costing outlined in section above • Passion for Learning work with identified pupils throughout school to engage and enrich their school experience. Charity – no cost identified. • Each year group to experience Forest School ½ day for a half term – developing their love of learning within a different environment and also opening them up to a variety of roles they could have in wider life. – no cost attached. • To liaise with parents to ensure a shared understanding and support for individual children. • Strong links with locality & engagement in WEP/town activities. • Pupils to experience an Over Hall Camp – where they experience a range of activities they would usually not have access to. Costing covered in-house 	<ul style="list-style-type: none"> • Continued employment of Family Support Worker to provide support for vulnerable families through 1-1 contact and engagement programmes. – Costing outlined in section above • Continued appointment of HLTA trained to deliver individual/small group nurture/behaviour support work based on identified wellbeing; mental health and behaviour needs - ELSA. – Costing outlined in section above • Passion for Learning work with identified pupils throughout school to engage and enrich their school experience. Charity – no cost identified. • Each year group to experience Forest School ½ day for a half term – developing their love of learning within a different environment and also opening them up to a variety of roles they could have in wider life. Begin to develop staff in-house who could also deliver forest school, in preparation for removal of 'free' sessions. – no cost attached. • To liaise with parents to ensure a shared understanding and support for individual children. • Strong links with locality & engagement in WEP/town activities. • Pupils to experience an Over Hall Camp – where they experience a range of activities they would 	<ul style="list-style-type: none"> • Continued employment of Family Support Worker to provide support for vulnerable families through 1-1 contact and engagement programmes. – Costing outlined in section above • Continued appointment of HLTA trained to deliver individual/small group nurture/behaviour support work based on identified wellbeing; mental health and behaviour needs - ELSA. – Costing outlined in section above • Passion for Learning work with identified pupils throughout school to engage and enrich their school experience. Charity – no cost identified. • Each year group to experience Forest School ½ day for a half term – developing their love of learning within a different environment and also opening them up to a variety of roles they could have in wider life. – no cost attached. • To liaise with parents to ensure a shared understanding and support for individual children. • Strong links with locality & engagement in WEP/town activities. • Pupils to experience an Over Hall Camp – where they experience a range of activities they would usually not have access to. Costing covered in-house

			usually not have access to. Costing covered in-house			
Annual review notes	Annual review notes:		Annual review notes:	Final review notes:		
Light-touch review of success so far	<ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 		<ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 	<ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 		
Anticipated PPG expenditure	Year 1	£0 – Costing outlined in above sections	It's planned that expenditure will:	Increase Decrease Remain the same	It's planned that expenditure will:	Increase Decrease Remain the same
			Year 2	£	Year 3	£
	Total planned spend	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure change from previous year?	Increased Decreased Remained the same	Did expenditure change from previous year?	Increased Decreased Remained the same
	Total actual spend:	£				

Category:	Wider Strategies		
Aim:	Improve attendance and reduce persistent absence		
Intended outcomes:	Children benefit from improved levels of attendance and reduced levels of persistent absence, as a result of excellent attendance management. This positively impacts on disadvantaged pupils and the cohort as a whole.	Success criteria:	Overall attendance, and attendance of disadvantaged pupils has improved and sustained from beginning of Year 1. Overall level of persistent absence, and that of disadvantaged pupils, has decreased from beginning of Year 1.
Staff lead:	Headteacher/Pastoral Lead		
Implementation	Year 1 (22-23)	Year 2 (23-24)	Year 3 (24-25)
	<ul style="list-style-type: none"> • Employment of Family Support Worker to provide support for vulnerable families through 1-1 contact and engagement programmes. – Costing outlined in section above • Continued appointment of HLTA trained to deliver individual/small group nurture/behaviour support work based on identified wellbeing; mental health and behaviour needs - ELSA. – Costing outlined in section above • Attendance team to continue with weekly reviews. – Costing outlined in section above 	<ul style="list-style-type: none"> • Employment of Family Support Worker to provide support for vulnerable families through 1-1 contact and engagement programmes. – Costing outlined in section above • Continued appointment of HLTA trained to deliver individual/small group nurture/behaviour support work based on identified wellbeing; mental health and behaviour needs - ELSA. – Costing outlined in section above 	<ul style="list-style-type: none"> • Employment of Family Support Worker to provide support for vulnerable families through 1-1 contact and engagement programmes. – Costing outlined in section above • Continued appointment of HLTA trained to deliver individual/small group nurture/behaviour support work based on identified wellbeing; mental health and behaviour needs - ELSA. – Costing outlined in section above

	<ul style="list-style-type: none"> Staff to make rigorous enquiries with absent families. Teaching staff (TAs) to make phone calls to families of absent pupils that day to ascertain reasons – informing attendance team if persistent/pattern emerges. TAs to facilitate enhanced Meet and Greet sessions to support pupils who have identified markers of EBSNA – Costing outlined in section above 	<ul style="list-style-type: none"> Attendance team to continue with weekly reviews. – Costing outlined in section above Staff to make rigorous enquiries with absent families. Teaching staff (TAs) to make phone calls to families of absent pupils that day to ascertain reasons – informing attendance team if persistent/pattern emerges. TAs to facilitate enhanced Meet and Greet sessions to support pupils who have identified markers of EBSNA – Costing outlined in section above 	<ul style="list-style-type: none"> Attendance team to continue with weekly reviews. – Costing outlined in section above Staff to make rigorous enquiries with absent families. Teaching staff (TAs) to make phone calls to families of absent pupils that day to ascertain reasons – informing attendance team if persistent/pattern emerges. TAs to facilitate enhanced Meet and Greet sessions to support pupils who have identified markers of EBSNA – Costing outlined in section above 			
Annual review notes	Annual review notes:	Annual review notes:	Final review notes:			
Light-touch review of success so far	<ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 	<ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 	<ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 			
Anticipated expenditure	Year 1	£0 – Costing outlined in above sections	It's planned that expenditure will:	Increase Decrease Remain the same	It's planned that expenditure will:	Increase Decrease Remain the same
	Total planned spend		Year 2	£	Year 3	£
Actual expenditure	Year 1		Year 2	£	Year 3	£
	Total actual spend:		Did expenditure change from previous year?	Increased Decreased Remained the same	Did expenditure change from previous year?	Increased Decreased Remained the same