



Bomere and the XI Towns Federation

Bomere Heath CE Primary School



Bomere Heath CE Primary School

3-year long-term pupil premium strategy

September 2019-August 2022

Due to the small numbers to whom this is applicable, and in order to safeguard confidentiality for individual pupils, some of the information in our strategy is generic.

Our philosophy

Pupil Premium and Pupil Premium plus is an allocation of funding provided to schools to support children who may be vulnerable to underachievement.

The Pupil Premium Grant (PPG) includes pupils on the annual census known to have been eligible for free school meals in any of the previous six years, as well as those eligible at the time of the census. It also includes pupils who have been eligible for the Service child premium, as well as any pupils who are or were previously 'Looked After Children'

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. As with all children at Bomere Heath School, to ensure maximum impact, the needs of children entitled to the Pupil Premium are clearly identified, steps are taken to meet their individual needs and their progress is closely monitored, by teachers on a daily basis and by the senior management team termly, throughout their time with our school. Where small group / 1:1 support is felt to be most beneficial Pupil Premium may be used to support this provision and budgets are allocated accordingly.

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Improvement 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. It also means that we utilised funding over the anticipated three year strategy.

Principles

Teaching and learning at Bomere Heath School is designed to meet the individual needs of all children.

- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals.
- We will allocate Pupil Premium funding after a needs analysis to identify priority groups and individuals.

Bomere Heath's Rationale For Provision

The chosen provisions have been made due to the following rationale;

- Our school has also used its own internal analysis and research to develop effective use of the funds
- Early Help guidance and support - Shropshire Council
- Utilising local cluster developments and sharing of good practise
- Following reference to outstanding schools and their proven outcomes in utilising funds
- Use of the EEF toolkit for evidence based practise

Our Priorities

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

- Ensuring class sizes and age groups mixes are manageable and enable high quality learning experiences
- 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 mental health and wellbeing
- Ensuring that the PPG reaches the pupils who need it most

Barriers To Future Attainment

Academic barriers to attainment	Non-academic barriers to attainment
Low levels of literacy and maths	Poor attendance
Lack of real life experiences to apply to writing and maths skills	Poor home life leading to lack of self-esteem and lack of focus in lessons
SEND needs affecting progress	Need for support at Early Help level
Poor language and communication skills	Lack of routine leading to tiredness in school and poor attention/behaviour
Lack of school readiness	Behaviour impacting on focus during lessons, needing time out to calm down and missing parts of lessons
	Child Protection Issues causing low self-esteem, tiredness and poor focus in lessons
	Self Esteem - nurture and support.
	Arriving at school hungry and not ready to

	learn
	Lack of focus and confidence due to poor mental health and wellbeing
	Attachment issues requiring pastoral care and support

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. Employing staff to allow smaller, more focused teaching groups
2. Professional development: Individual coaching sessions to support teachers and teaching assistants, with a particular emphasis on core skills
3. Support for early career teachers: Release time for subject co-ordinators to work with early career teachers in supporting high quality delivery of the curriculum

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. Supporting pupils to access wider curriculum areas – raising pupil aspirations through engagement/aspiration programmes such as funded visits and musical instrument tuition

Wider strategies

1. Pastoral support and intervention; staff training and release for Early Help work
2. Use of a breakfast club and after school care club to provide pupils with a nutritious breakfast before school as well as developing social interactions and experiences
3. Targeted pastoral work with pupils in relation to health and emotional well being

Full planning details for interventions are outlined in the [‘Intervention planning in full’](#) section.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

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

The progress of pupils in receipt of the PPG is regularly discussed with class teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Executive Headteacher is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Link governors monitor the progress of pupil premium and disadvantaged pupils and review the strategy with the Executive Headteacher annually. A report is also provided for the full governing body annually.

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.

We publish our strategy for using the pupil premium on the school website.

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

Our Funding

Our funding is supplemented from the school budget in order to provide the support detailed below.

Funding summary: Year 1					
Total number of pupils	131	PPG received per pupil	£1320 Ever 6 £2300 Post LAC	Indicative PPG as advised in School Budget Statement	£ 16,820
		Number of pupils eligible for PPG	11 Ever 6 + 1 Post LAC	Actual PPG budget	£
Funding estimate: Year 2					
Estimated pupil numbers	135				
Estimated number of pupils eligible for PPG	9 Ever 6 + 3 post LAC				
Estimated funding	£19,140				
Funding estimate: Year 3					
Estimated pupil numbers	135				
Estimated number of pupils eligible for PPG	7 Ever 6 + 3 post LAC				
Estimated funding	£16,450				

Intervention planning in full

Intervention:	Employ staff to allow smaller, more focused teaching groups		
Category:	Quality of teaching		
Intended outcomes:	Ensure high quality learning experiences engage and motivate pupils	Success criteria:	The attainment gap between disadvantaged pupils and their peers will be closing
Staff lead:	Deputy Head – SR		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Employ part time staff (EQ as support for class teacher)</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>This strategy may not continue depending on funding allocations elsewhere and impact.</p> <p>If impact and evidence in terms of pupil need in the relevant year groups is still in place then consider continuation.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Review in line with Year 1 and 2 and consider provision needs of individual pupils.</p>

Light-touch review notes	Annual review notes: Staff member appointed and the implementation worked well initially. COVID lockdown and kepworker groupings followed by work in bubbles prevented some of this work continuing however, EQ supported massively to ensure PPM pupils were supported through lockdown and on returning to school in keyworker/vulnerable groups. She also provided telephone support for those who were working from home. Positive impact – children’s mental health and wellbeing was supported and engagement was high.		Annual review notes:	Final review notes:		
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations X • 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"/> 	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	£8000	Is expenditure anticipated to increase, decrease or remain the same? <ul style="list-style-type: none"> Increase X Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> 		Is expenditure anticipated to increase, decrease or remain the same? <ul style="list-style-type: none"> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> 	
			Year 2	£10,000	Year 3	£8000

	Total anticipated expenditure:	£24,000				
Actual expenditure	Year 1	£8,000 (plus school budget top up)	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"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Professional development: Coaching sessions to support teachers and teaching assistants, with a particular emphasis on core skills		
Category:	Quality of teaching		
Intended outcomes:	Staff to have specialised skills in maths and English Pupils attainment to increase and be in line with ARE	Success criteria:	Pupil attainment to increase and close the gap between disadvantaged pupils and their peers
Staff lead:	JF – Maths Lead SH – English Lead		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Staff to attend maths hub groups for 2nd year mastery course</p> <p>Staff meetings to be utilised to disseminate key skills to other staff – English and Maths</p> <p>Training and CPD to be provided by subject leads where appropriate to individual staff – English and Maths</p> <p>Start further staff member on year one of mastery course - maths</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Further maths hub work to broaden and deepen skills and understanding</p> <p>Consider external CPD or continue internal</p> <p>Release staff for cascading good practise</p> <p>Start a further member of staff on year one of mastery course - maths</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Further maths hub work to broaden and deepen skills and understanding</p> <p>Consider external CPD or continue internal</p> <p>Release staff for cascading good practise</p> <p>Start a further member of staff on year one of mastery course - maths</p>

Light-touch review notes	Annual review notes: Most of these sessions had to switch online following COVID impact. Staff were keen to continue to implement, however, and positive impact is seen in outcomes for pupils and engagement with maths. PD day sessions on English were well received and impact is ongoing.		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected X • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£2,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same X	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£2,000	Year 3	£2,000
	Total anticipated expenditure:	£6,000				
Actual expenditure	Year 1	£2,000	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: Release time for subject co-ordinators to work with early career teachers in supporting high quality delivery of the curriculum		
Category:	Quality of teaching		
Intended outcomes:	Staff to be confident in the mastery methods	Success criteria:	Pupil outcomes to be in line with or above ARE Staff to evidence skills in mastery methods – teaching to be good/outstanding consistently
Staff lead:	SH – English JF - Maths		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Release to be arranged for subject co-ordinators to enable CPD to be shared with relevant staff</p> <p>Monitoring to be via SDP</p> <p>Opportunities to observe other teachers to be arranged – release time to be covered</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Next steps for relevant staff to be considered and opportunities to share good practise across the federation to be utilised</p> <p>Update following year 1 review;</p> <p>Further focus on catch-up following lockdown (See catch up premium spend) and changes to performance management systems to allow more focus on sharing key skills between staff. Support to less confident staff to be given.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Consolidate core CPD and follow up with specific courses / CPD which will further enhance the learning experience for pupils</p>

Light-touch review notes	Annual review notes: Co-ordinators and staff worked well on this through Autumn and Spring term until COVID interrupted – observations of other teachers were put on hold. However, impact was strong through the year re sharing and guiding staff.		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected X • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£2,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same X	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
	Total anticipated expenditure:	£6,000				
	Year 1	£2,000	Year 2	£	Year 3	£
Actual expenditure	Year 1	£2,000	Did expenditure	Increased <input type="checkbox"/>	Did expenditure	Increased <input type="checkbox"/>

			increase, decrease or remain the same?	Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	increase, decrease or remain the same?	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:	Pupils will be able to access the English curriculum within ARE	Success criteria:	Pupil outcomes will evidence the gap closing between disadvantaged pupils and their peers
Staff lead:	K Gregory/S Roberts		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Staffing ratios in EYFS and Lower KS1 to be high to enable focused work to be undertaken with individuals and small groups, including phonics, Toe by Toe and social activities</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Work to be developed into the nursery</p> <p>Work to be considered with parents from nursery upwards</p> <p>Monitoring of standards from all feeder pre-schools and nurseries to be used to support guidance literature etc for parents to be produced and parent meetings to be held</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Parent workshops to be held</p> <p>Specialist workshops to be considered and run from school hall – open to all parents including those prior to starting in nursery/school</p>

Light-touch review notes	Annual review notes: Implemented well – good progress despite lockdown. Some catch up will be needed for individuals in Autumn 2020.		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected X • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£500	Is expenditure anticipated to increase, decrease or remain the same?	Increase X Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£1000	Year 3	£600
	Total anticipated expenditure:	£1,500				
Actual expenditure	Year 1	£500 plus supplemented by school budget £1500	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the	Increased <input type="checkbox"/> Decreased <input type="checkbox"/>	Did expenditure increase, decrease or	Increased <input type="checkbox"/> Decreased <input type="checkbox"/>

			same?	Remained the same <input type="checkbox"/>	remain the same?	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:	The gap will close between disadvantaged pupils and their peers	Success criteria:	Attainment outcomes for disadvantaged pupils will be in line with or above their peers nationally
Staff lead:	Class teachers		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Selected pupils will be involved in targeted tuition for English and Maths</p> <p>Close monitoring - adaptations will be implemented where necessary</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Selected pupils will be involved in targeted tuition for English and Maths</p> <p>Close monitoring - adaptations will be implemented where necessary</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Selected pupils will be involved in targeted tuition for English and Maths</p> <p>Close monitoring - adaptations will be implemented where necessary</p>

Light-touch review notes	Annual review notes: Good start to the year until COVID changes affected this. Support was given where possible through lockdown – a number of PPM children were in throughout lockdown and whole school opened to those who wanted to attend in June. Extra staff needed to sustain learning through lockdown and Summer term. Catch up groups will be needed in Autumn term for PPM and other pupils who have fallen behind (see separate Catch- up premium spend sheet.		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected X • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£1,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same X	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£1,000	Year 3	£1,000

	Total anticipated expenditure:	£3,000				
Actual expenditure	Year 1	£1,000	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"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Supporting pupils to access wider curriculum areas – raising pupil aspirations through engagement/aspiration programmes such as funded visits and musical instrument tuition		
Category:	Targeted academic support		
Intended outcomes:	Pupils self-esteem and confidence will improve Attitudes towards school and learning will be positive	Success criteria:	Pupils will evidence self-confidence – parents/teachers and pupils will report improvements Attitudes to learning will be improved as reported by staff, parents and pupils
Staff lead:	All teachers		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Funding towards individual tuition to be utilised for pupils, where identified as a need/skill</p> <p>Pupils to be supported to attend extra - curricular clubs etc through supplemented funding</p> <p>Visits which are not curriculum linked will be considered for funding support for disadvantaged pupils</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Continue with year 1 implementations – ongoing reviews of effectiveness and flexibility to adapt as required</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Continue with year 3 implementations – ongoing reviews of effectiveness and flexibility to adapt as required</p>

Light-touch review notes	Annual review notes: Increased music provision and sporting in Autumn and early Spring terms was affected when lockdown occurred although some individual music lessons moved online which allowed access for some pupils.		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations X • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£800	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same X	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£800	Year 3	£800
	Total anticipated expenditure:	£2,400				
Actual expenditure	Year 1	£800	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:	Pastoral support and intervention; staff training and release for Early Help work ELSA training and support provision		
Category:	Wider strategies		
Intended outcomes:	Self-esteem and focus during lessons will improve	Success criteria:	Improved self-esteem will be evident in individual pupils Attainment and progress will improve with outcomes closer to national ARE
Staff lead:	Mental health leads – LV, SF and GM SH - ELSA		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>2 staff members to be trained in Early Help /ELSA support (adding to the existing provision)</p> <p>Release of mental health trained staff to support implementation and further work on action plan</p> <p>Work with pupils identified as requiring pastoral support and interventions</p> <p>1:1 and small group work to be undertaken by mental health lead with identified pupils</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Release of mental health trained staff to support implementation and further work on action plan</p> <p>Work with pupils identified as requiring pastoral support and interventions</p> <p>1:1 and small group work to be undertaken by mental health lead with identified pupils</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Release of mental health trained staff to support implementation and further work on action plan</p> <p>Work with pupils identified as requiring pastoral support and interventions</p> <p>1:1 and small group work to be undertaken by mental health lead with identified pupils</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Training completed and sessions in place. Worked particularly well through the issues in lockdown and COVID anxieties. Need more staff trained!</p> <p>Waiting list for pupils to have the sessions.</p> <p>Positive impact noted in reviews for pupils.</p> <p>Ongoing costs of supervision for staff involved</p>		<p>Annual review notes:</p>	<p>Final review notes:</p>		
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations X • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£2000</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase X</p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input type="checkbox"/></p>
	<p>Total anticipated</p>	<p>£5,500</p>				

	expenditure:					
Actual expenditure	Year 1	£2,500 (supplemented by school budget)	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:	Use of a breakfast club and after school care club to provide pupils with a nutritious breakfast before school as well as developing social interactions and experiences		
Category:	Wider strategies		
Intended outcomes:	Food and social interactions to be provided for pupils at a reduced rate/free depending on need Pupils will be 'ready to learn'	Success criteria:	Pupils will be ready to learn as reported by class teacher Barriers to learning will be reduced
Staff lead:	Headteacher		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: Breakfast club to be open to all Consideration to be given to those who may benefit from attending with specific invitation given where required	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): Continue from year 1 – review impact and sustainability	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): Continue from year 1 – review impact and sustainability

Light-touch review notes	Annual review notes: This provision sustained through lockdown to those who needed it – will need supplementing into next year as income dropped significantly		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected X • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£1,465	Is expenditure anticipated to increase, decrease or remain the same?	Increase X Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£1,600	Year 3	£1,465
	Total anticipated expenditure:	£4,395				

Actual expenditure	Year 1	£1,465	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:	Targeted pastoral work with pupils in relation to health and emotional well being		
Category:	Wider strategies		
Intended outcomes:	Pupils self-esteem will improve Pupils focus in lessons will improve	Success criteria:	Teachers will report improvements in focus during lessons Outcomes will be in line with ARE for targeted pupils Pupils will report positively about themselves
Staff lead:	SF/GM/SH		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>SF/GM to work with staff to RAG rate pupils emotional health and wellbeing</p> <p>Pupils identified as red will be targeted for support and intervention</p> <p>Pupils identified as yellow will be monitored and intervention/pastoral support offered in timely manner</p> <p>Pupils to have specific lessons on mental health and wellbeing in order to support identification and self-help strategies</p> <p>Adult to be available on the yard in a morning to provide a link between parents and class teacher – enabling those who are reluctant to engage as well as those who may need to feedback important</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>SF/GM to work with staff to RAG rate pupils emotional health and wellbeing</p> <p>Pupils identified as red will be targeted for support and intervention</p> <p>Pupils identified as yellow will be monitored and intervention/pastoral support offered in timely manner</p> <p>Pupils to have specific lessons on mental health and wellbeing in order to support identification and self-help strategies</p> <p>GM/SH to work with staff to RAG rate pupils emotional health and wellbeing</p> <p>Pupils identified as red will be targeted for</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>GM/SH to work with staff to RAG rate pupils emotional health and wellbeing</p> <p>Pupils identified as red will be targeted for support and intervention</p> <p>Pupils identified as yellow will be monitored and intervention/pastoral support offered in timely manner</p> <p>Pupils to have specific lessons on mental health and wellbeing in order to support identification and self-help strategies</p> <p>GM/SH to work with staff to RAG rate pupils emotional health and wellbeing</p> <p>Pupils identified as red will be targeted for</p>

	information to staff	support and intervention Pupils identified as yellow will be monitored and intervention/pastoral support offered in timely manner Pupils to have specific lessons on mental health and wellbeing in order to support identification and self-help strategies	support and intervention Pupils identified as yellow will be monitored and intervention/pastoral support offered in timely manner Pupils to have specific lessons on mental health and wellbeing in order to support identification and self-help strategies	
Light-touch review notes	Annual review notes: This became significantly important with COVID and lockdown. Phone calls and contact developed quickly and support was in place immediately. Throughout the year – impact was positive, and this was sustained throughout the pandemic lockdown.	Annual review notes:	Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations X • 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"/> 	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	£1,000	Is expenditure anticipated to increase, decrease or remain the Increase <input type="checkbox"/> Decrease <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or Increase <input type="checkbox"/> Decrease <input type="checkbox"/>

			same?	Remain the same X	remain the same?	Remain the same <input type="checkbox"/>
			Year 2	£1,000	Year 3	£1,000
	Total anticipated expenditure:	£3,000				
Actual expenditure	Year 1	£1,000	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:	£				