

Christ Church CE Primary - 3-year long-term pupil premium strategy from September 2019 to August 2022.

This strategy is based on the long-term approach to pupil premium planning recommended by the Department for Education (DfE) and the Education Endowment Foundation (EEF). In July 2021 the Government announced that it would be asking schools to use another format which would be published in the Autumn term 2021 and we will update the strategy when that is published and available.



Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Development Plan (SDP). This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Our school vision is 'Preparing, Sowing, Growing' and we recognise that some of the strategies we are utilising are tackling some of the hidden barriers to achievement – and we are investing in preparatory work to enable children to get into good learning routines.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

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

- Ensuring an excellent teacher is in every class and that they are encouraged to maintain focus on teaching and subject knowledge so that each child's progress is maximised. This means unnecessary workload must be minimised so teachers concentrate on teaching
- Closing the attainment gap between disadvantaged pupils and their peers, we appreciate that Covid lockdowns have exacerbated some of those gaps so are looking not just at Quality First teaching to close gaps but at short term interventions delivered by both our own staff and through the National Tutoring Programme.
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Low levels of literacy – particularly lower support for reading at home was found from our own research into the number of reads disadvantaged and non-disadvantaged pupils did over 2 school years	Poor attendance – historically disadvantaged pupils have been over-represented as a % amongst persistent absentees (below 90% attendance)
Poor language and communication skills– oral language skills and language development for EYFS and KS1 have historically been lower amongst disadvantaged pupils	Poor behaviour – over representation of disadvantaged pupils in the Behaviour Log – now distinguished by pupil group in response to Ofsted report of 2017
Lack of targeted support – with main budget funding challenges the amount of teaching assistant time has been cut (traditionally able to offer targeted interventions)	Lack of parental engagement – over representation of disadvantaged pupil parents not attending reading meetings/e-safety information sessions etc.
Lack of school readiness – although this has diminished considerably since we have had an ‘Outstanding’ EYFS provision on site – but we have still had some disadvantaged children who have not taken up places	Lack of focus and confidence due to poor mental health and wellbeing exacerbated by difficulties in accessing mental health support locally

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 adaptation

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

An example of this approach can be seen through the 'No Worries' programme which we have implemented. We identified the key priority of mental well-being as a response to the difficulties some of our children (including a number of disadvantaged pupils) were having accessing CAMHS and other early intervention programmes. We looked at programmes that might address some of these issues in school and the skills set of available staff. One of our teaching assistants, with a mental health background was sent to train on the No Worries programme which was written by the Educational Psychology Service. A sample group of pupils were selected to trial the programme and parents were included and invited to look at the materials. The programme was delivered over a term and evaluated. A plan was then made to deliver the intervention more widely. In 2019-20 this was delivered more widely and rolled out to vulnerable pupils in particular. We have since been 1 of 3 Shropshire schools to train a TA to deliver 'Seasons of Growth' over the Covid-19 pandemic to address issues of loss and change (recommended by Educational Psychology Team). We have continued to invest in mental health strategies to address underlying barriers, in 2021-22 we are implementing Zones of Regulation which should support pupils who have difficulty self-regulating and so should particularly help address the previous over-representation of disadvantaged children having behavioural issues.

Our tiered approach

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

1. Teaching
2. Targeted academic support
3. Wider strategies

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

Quality of teaching

1. **Encouraging self-led professional development:** Staff are given an allocation of PD time to read and reflect on their own practice. In 2018-19 this was Hendricks: What does this look like in the Classroom? Time was also spent reflecting on Rosenshine's Principles of Direct Instruction. In 2019-20 this was on Prof Steve Peter's work on helping children to understand and manage their emotions and behaviour better. Staff read, reflected and then prepared a staff meeting each term on an aspect of the book which has been studied. In 2020-21 looked at at Guy Claxton and Becky Carlzon's work on "Powering Up Children: The Learning Power Approach to Primary Teaching" and have decided to continue implementing the Learning Power Approach in 2021-22 as this is proving very effective in developing both a knowledge rich curriculum but also in developing 'soft skills' (e.g. collaboration, independence) that disadvantaged children might have less opportunities to develop at home.
2. **Professional development by accessing high quality subject input:** In 2018-19 this meant staff accessed Jane Considine's writing course and input from our local Teaching School on Reading Comprehension skills. In 2019-20 and 2020-21 staff accessed PD from subject specialists. This also included making the most of online training during Covid-19 Lockdown including Jane Considine work on reading and spelling, as well as quality CPD through University of Chester. Staff have also utilised support from curriculum associations such as Historical Association and Geographical Association.
3. **Support for initial teacher training:** Staff have been given time to support both PGCE and degree with QTS students from the University of Worcester and the University of Chester. We believe that training new members of the teaching profession encourages experienced teachers to reflect on their own practice and Teacher Standards and ultimately improves classroom provision for all children. With a wider recruitment crisis in education, it also shows a commitment to the wider needs of pupils, including disadvantaged pupils. In YR we had an Early Years student all year which increased the adult:child ratio and enabled more 1:1 play and talk time with those children whose oral skills needed developing (particularly identified as an issue with disadvantaged pupils) and in KS1 and KS2 during 2018-19 we had 2 degree with QTS students and 2 PGCE students. We offered similar placements during 2019-20 year and had students working in every class. In 2020-21 we have an NQT working in a fifth class. During Covid we continued to offer placements where we could and where universities needed them as we saw the benefits to our school and the wider profession. In the summer term of 2021 we had 8 Associate Teachers working across the school which enabled us to offer quality post-Covid interventions. We have Associate Teachers booked in for 2021-22.

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 from our own staff and using the National Tutoring Programme.
3. **One-to-one support for disadvantaged pupils:** Creating additional teaching and learning opportunities using TAs

4. **Smaller class sizes:** In 2019-20 we expanded from three to four classes and in 2020-21 we expanded to five classes. Post Covid-disruption this enabled us to focus on the Year 6 cohort who were in a small class of 13. In 2021-22 we have prioritised EYFS for a smaller cohort, mindful of research on language impact of lockdowns affecting the youngest children and so in September 2021 we will have a YR class of 17 and a Y1 class of 18.

Wider strategies

1. **Wider health focus:** Our SDP has focused particularly on health (physical and mental) over the last 2 years and will continue to do so in 2021-22. We have collected data on pupils' fitness levels and addressed areas of inequality. Staff training has focused on mental well-being and has included training for all staff: teachers, teaching assistants and lunchtime supervisors on emotional well-being. The 'No Worries' programme and 'Zones of Regulation' are part of this strategy.
2. **Values education:** We have implemented a values approach to education which has led to improvements in all children's Behaviour and the % of pupils in the Behaviour Log who are disadvantaged has decreased since 2017. Time has been spent on ensuring that our values are demonstrated throughout our curriculum and are not just part of Assemblies. Visits and visitors is part of our values curriculum e.g. visiting Gurdwara to increase understanding of cultural diversity in UK, so money to support visits where there is a values element is available.
3. **Attendance:** Time has been given to supporting families to ensure that the over-representation of disadvantaged pupils becoming persistent absentees, decreases. During the Covid lockdown we paid particular attention to our disadvantaged and vulnerable family, enabling them to return to school as soon as possible.

Our review process

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

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

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with class teachers and they are reported separately as a group in our termly data drops through use of 'Mark' system for NTS Maths and English which allows us both to track individual children's progress but also to compare cohort progress against disadvantaged progress within that cohort. This means that the progress of disadvantaged pupils is closely monitored and Governors ask how any gaps are being addressed.

Tracey Cansdale, the Headteacher is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant’s impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website (this document).

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

Governors hold the Headteacher to account for the progress of disadvantaged children. We also have children who receive PPG funding because they were previously looked after children (‘post LAC’) and we have a link Governor, currently Wendy Brogden who is the Governor monitoring our LAC and post-LAC provision. Governors also receive regular reports from the Headteacher regarding LAC/post LAC.

Our funding

Funding summary: Year 1 2019-20					
Pupil numbers	94	Number of pupils eligible for PPG	12	Actual PPG budget	£19,820
Funding summary: Year 2 2020-21					
Pupil numbers	103				
Number of pupils eligible for PPG	14				
Funding	£22,310				
Funding estimate: Year 3 2021-22					
Estimated pupil numbers	112				
Estimated number of pupils eligible for PPG	15				
Estimated funding	£23,170				

Intervention planning in full

Intervention:	Encouraging self-led professional development: Giving PD time to staff to consider, reflect and use evidence based research in their own classroom.		
Category:	Quality of teaching		
Intended outcomes:	Improve the quality of teaching and have an excellent teacher in every classroom who has time and resources to reflect on their teaching	Success criteria:	Teachers will be able to identify and explain to any observer, how they are utilising approaches from their PD reading, in their everyday teaching.
Staff lead:	Tracey Cansdale, Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Give every teacher a quality text and time (1 day) to read, reflect and absorb and then prepare 3 sessions for staff meetings to share that learning with the rest of the staff.</p> <p>Most of the cost of this intervention is on staff costs/cover and resources.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Utilise a relevant Education Endowment Fund report and ask each teacher to read, reflect and absorb the evidence and learning and present it to the rest of the staff. In 2021 and 2021 we will also use Guy Claxton book on Learning Power Approach.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Give time for lesson study and enable staff to coach each other. This is being done in pairs in response to the SDP Key Priority 5 and focus is on progress in foundation subjects which is good as it will highlight any vocabulary gaps which can be a barrier for disadvantaged children. We are also going to revisit work on 'Closing the Vocabulary Gap' in 2021-22 PD cycle.</p>

Light-touch review notes	Annual review notes (completed by September 2020): This has been highly effective. Both Hendricks and The Silent Guide have impacted on staff practice. The Silent Guide has had a good impact on behaviour and in the Spring term we shared the 10 Good Habits with parents (1 a week in the weekly newsletter) and had some positive feedback about how it had impacted at home.		Annual review notes (completed by September 2021): We have continued to look at EEF reports but have spent staff time and PD time on Ofsted Curriculum reviews too. Covid has had an impact on PD because of school closures and some staff having to work from home. However remote learning has been in place for staff meeting times and for PD courses.		Final review notes (completed by September 2022):	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input checked="" 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 checked="" 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	£1,862 (mostly teacher costs plus resources)	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£2,000	Year 3	£2,000
	Total anticipated expenditure:	£6,000				

Actual expenditure	Year 1	£1, 862	Year 2	£2,000	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input checked="" type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Professional development: Accessing high quality subject input		
Category:	Quality of teaching		
Intended outcomes:	The subject knowledge of staff will increase and positively impact on children’s learning.	Success criteria:	The attainment gap between disadvantaged and non-disadvantaged pupils will fall as teacher subject knowledge increases and teachers are able to finely hone their teaching and address children’s misconceptions more accurately.
Staff lead:	Tracey Cansdale, Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Staff will access high quality CPD particularly in the Foundation subjects. This means that they will learn from subject specialists – either secondary colleagues or consultants and be able to share that learning in the classroom. In particular, recent years have seen most CPD focus on English and Maths and we would like to widen that focus to other subjects to ensure that our curriculum input is high quality e.g. KS2 staff are booked on a teaching electricity course from science specialists, a second teacher is accessing high quality RE training (Ofsted have identified as the worst taught subject nationally). Most of the cost of this intervention will be staff costs/cover and course costs.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Following on from Year 1 we will focus on subjects where a member of staff has yet to access high quality CPD and we will also look at cascading lessons learnt to other staff members. Most of the cost of this intervention will be staff costs/cover and course costs. We have identified Computing and DT.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Following on from Year 2 we will focus on subjects where a member of staff has yet to access high quality CPD and we will also look at cascading lessons learnt to other staff members. Most of the cost of this intervention will be staff costs/cover and course costs.</p>

<p>Light-touch review notes</p>	<p>Annual review notes (completed by September 2020):</p> <p>The teacher has completed Understanding Christianity and has been able to utilise the text-rich approach in other Foundation subjects.</p> <p>We have paid for subject association memberships and staff have spent time on good quality CPD which has had an impact when we have come to review subjects (see Curriculum Development folder for details)</p>		<p>Annual review notes (completed by September 2021):</p> <p>We have not been able to access in-person training this year because of Covid but have instead prioritised staff attending network meetings of all the foundation and core subjects and then cascading learning back into school. We have continued to pay for subject association membership and have increased spending on this as it has been important for accessing good quality remote learning resources.</p> <p>Given the impact on emotional wellbeing of Covid, we also invested more PD time into work in this area (from Occupational Therapist on emotional regulation).</p>		<p>Final review notes (completed by September 2022):</p>	
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" 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 checked="" 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>£4,000</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input type="checkbox"/></p> <p>Decrease <input checked="" 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 checked="" type="checkbox"/></p> <p>Remain the same <input type="checkbox"/></p>

			Year 2	£3,500	Year 3	£2,500
	Total anticipated expenditure:	£10,000				
Actual expenditure	Year 1	£4,000	Year 2	£3,500	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:	Support for initial teacher training		
Category:	Quality of teaching		
Intended outcomes:	Children will have access to more adults in school with good quality teaching skills and teachers will be reflecting on their practice leading to better outcomes for all pupils but particularly disadvantaged pupils. There will be more adults available to provide rich learning opportunities.	Success criteria:	School will work collaboratively with ITT providers to be a nurturing and challenging environment for Associate Teachers (ATs) leading to high quality lessons for current students and eventually good quality teachers for the workforce.
Staff lead:	Tracey Cansdale, Headteacher		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: Working with University of Chester, Shrewsbury Centre and Worcester University we will offer placements for degree with QTS and PGCE students. Teachers acting as mentors will be given supply time/cover by the Headteacher to enable them to support ATs. Most of the cost of this intervention will be to release teachers to be effective mentors but there may also be a need for teachers to access extra training. Although some costs are recouped from the placement fee, past experience shows that these do not sufficiently cover time taken for effective support.	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): Continue to offer placements – this is particularly important as some schools are reluctant to do so in the light of the Covid-19 pandemic.	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): Continue to offer placements

Light-touch review notes	Annual review notes (completed by September 2020): Staff feel that the partnership and collaboration is a good investment of time. Lindsay Douch has also been able to interview PGCE students for UCS. A PGCE student did a specific intervention using specialist football skills and experience with some of our more vulnerable pupils.		Annual review notes (completed by September 2021): We stepped up when Covid was causing headaches for ITTs with placements. We had 8 students in Summer term 2021 and have committed to having a larger number of placements in 2021-22 as well. This had a good impact on disadvantaged pupils as it allowed small group interventions and bespoke support to take place.		Final review notes (completed by September 2022):	
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 checked="" 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 checked="" 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	£450	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£500	Year 3	£500
	Total anticipated expenditure:	£1,450				

Actual expenditure	Year 1	£450	Year 2	£500	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input checked="" type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills		
Category:	Targeted academic support		
Intended outcomes:	The vocabulary gap between disadvantaged and non-disadvantaged pupils will be closing over their school career.	Success criteria:	At the end of EYFS, KS1 and KS2 there will be a diminishing gap between disadvantaged and non-disadvantaged pupils in terms of their speaking and listening skills.
Staff lead:	Tracey Cansdale, English		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Staff studied Alex Quigley's Closing the Vocabulary Gap in 2018-19 and this was a major focus of that SDP. In the 2019-20 there continues to be a focus on ensuring that all staff are aware of the importance of explicit teaching of vocabulary. As well as this high quality teaching for all pupils but which will particularly benefit disadvantaged pupils, teaching assistants will be deployed to ensure that specific vocabulary interventions are targeted on pupils that need them. This may be using resources which Speech and Language have recommended for EYFS where children come in with poor oral skills, it might be pre-tutoring of topic vocabulary. We have also decided to teach PSHE and Computing in small year groups as this allows instructional</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>This year we will particularly focus on EYFS and the Reception children who missed out on the end of their Nursery education due to the pandemic.</p> <p>We are looking at providing an extra adult in the YR setting in the afternoons when there are many opportunities for language development in play.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>We will keep YR and Y1 small, 17 children and 18 children respectively so we can focus on language development. We are also using extra adults to support speech and language interventions.</p>

	<p>language (particularly computing) and group discussion (particularly PSHE) to be more effective.</p> <p>Most of this intervention costs can be accounted for in teaching assistant time and about 12 hours of TA time per week has been set aside for this.</p>					
Light-touch review notes	<p>Annual review notes (completed by September 2020):</p> <p>The PSHE sessions are proving especially helpful in increasing vocabulary and addressing some of the needs for discussion and development of speaking and listening skills.</p> <p>As an Early Adopter of PSHE framework we have been able to access good quality resources through attendance at a DfE training event in October 2019.</p>		<p>Annual review notes (completed by September 2021):</p> <p>We recruited an extra adult supporting children in Acorns but needed to use her for SEND 1-1 whilst we applied for (and successfully got) funding for an EHCP. We are retaining some of this support for 2021-22 and have made the Reception class specifically smaller so that we can focus on language.</p> <p>We also signed up for the Nuffield Language Intervention programme but this was disrupted by the second lockdown.</p>			
Light-touch review overall assessment	<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 checked="" 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 checked="" type="checkbox"/> • Far below expectations <input type="checkbox"/> 			
	Year 1	£5,000	Is expenditure anticipated to	Increase <input type="checkbox"/>	Is expenditure anticipated to	Increase <input type="checkbox"/>

Anticipated expenditure			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£5,000	Year 3	£5,000
	Total anticipated expenditure:	£15,000				
Actual expenditure	Year 1	£5,000	Year 2	£5,000	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input checked="" type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations		
Category:	Targeted academic support		
Intended outcomes:	Children’s misconceptions in Maths and English will be addressed and all children will make progress, particularly disadvantaged pupils.	Success criteria:	The gap between disadvantaged pupils in English and Maths will be closing, particularly at end of KS1 and KS2. Governors will be able to monitor this termly on the Data Summaries.
Staff lead:	Tracey Cansdale, English and Lindsay Douch, Maths		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Children will be able to access specific interventions which will benefit them. This might be ‘ad hoc’ as in a teacher notices that a disadvantaged pupil has not understood a concept and either goes over it themselves (with TA covering class) or asks a TA to do so, later that day. Or they might be planned interventions using recognised materials which are addressing the specific needs of that child.</p> <p>12 hours per week of TA time across the school is allocated to this intervention.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Given the restrictions of Covid and the need to keep staff working within consistent bubbles we are using Rachel Denholm to work with Willow Class in Autumn term consistently. We will follow a similar approach of short term interventions. We have already planned to target some of the children we know did not complete work during Lockdown and to help them catch up. In Maths we plan to use the Oak Academy lessons in the previous year group to make sure there are no gaps in understanding.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>We have booked sessions using the National Tutoring Programme as well as using school staff to deliver bespoke interventions.</p>

<p>Light-touch review notes</p>	<p>Annual review notes (completed by September 2020):</p> <p>This year we have developed Beech Room as a small group intervention base. We have used Reading Rocketeers in particular (a John Murray resource following CPD Lindsay Douch attended) and this has been effective at boosting comprehension skills for vulnerable children.</p> <p>The Covid disruption does mean that we will need to plan for TA work to be within a bubble in 2020-21.</p>	<p>Annual review notes (completed by September 2021):</p> <p>We used TAs more effectively in the second lockdown to support disadvantaged pupils- arranging for 1-1 remote learning support in the afternoons for children we identified as struggling. This positively impacted the engagement of disadvantaged children in remote learning compared to the first lockdown in the previous school year.</p> <p>However overall Covid has disrupted attempts to close the gap between disadvantaged and non-disadvantaged children as despite every effort (including provision of IT, TAs doing 1-1 support, offer of 'vulnerable' school place) we still had lower levels of engagement from some of our disadvantaged families.</p> <p>On return in March 2021 we worked quickly to identify children who needed small group interventions and had effective groups in place using baseline data from their return. This helped close some of the Covid gap as measured by NTS data in July 2021 but it means there is still work to do on the original 'gap'.</p>	<p>Final review notes (completed by September 2022):</p>
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Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input checked="" type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input checked="" type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£5,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£4,000	Year 3	£6,000
	Total anticipated expenditure:	£13,000				
Actual expenditure	Year 1	£5,000	Year 2	£6,00	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	One-to-one support: Creating additional teaching and learning opportunities using TAs		
Category:	Targeted academic support		
Intended outcomes:	Children’s misconceptions in Maths and English will be addressed and children will make progress, particularly disadvantaged pupils.	Success criteria:	The gap between disadvantaged pupils in English and Maths will be closing, particularly at end of KS1 and KS2. Governors will be able to monitor this termly on the Data Summaries.
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Whilst it would be our preference to work with groups as a wiser use of staff resources, sometimes children need intensive short-term support on a 1-1 basis, for example if it is becoming clear that they are falling behind in phonics – the need for them to catch up is vital because of the pace of the phonics programme and the possibility of a gap opening up. In these circumstances teachers would plan a short 1-1 intervention which would be delivered by a TA. There may be other areas too, involving reading where this would be appropriate eg. use of Toe by Toe, or where there is little parental engagement with reading and a child does not do individual reads at home (disadvantaged</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 this intervention from year 1. It has become even more necessary given Covid disruptions.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>The second lockdown means that bespoke interventions are needed more than ever.</p>

	children read less at home in research we carried out)		
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<p>Light-touch review notes</p>	<p>Annual review notes (completed by September 2020):</p> <p>Toe by Toe has had an excellent impact on the children staff worked with, although it was disrupted by Covid.</p>	<p>Annual review notes (completed by September 2021):</p> <p>We have had more children using Toe by Toe this year and we have also run phonics interventions for those children in EYFS and KS1 who did not engage so effectively with remote learning phonics sessions.</p> <p>In lower KS2 we have had children who benefited from a reading fluency intervention and this worked very effectively as we can measure between March and July reading data.</p> <p>In upper KS2 sessions have been focused on comprehension skills.</p> <p>In Maths interventions have highlighted disadvantaged children’s lack of maths fluency compared to their non-disadvantaged peers and as well as bespoke interventions and support in this area, we have also signed up to NCETM Maths Fluency project in EYFS and KS1 to try to tackle this issue early.</p>	<p>Final review notes (completed by September 2022):</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" 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 checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£2,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£1,000	Year 3	£1,000
	Total anticipated expenditure:	£4,000				
Actual expenditure	Year 1	£4,000	Year 2	£2,000	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input checked="" 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:	Improve pupils' physical and mental well-being		
Category:	Wider strategies		
Intended outcomes:	Pupils will be fit, active, healthy and emotionally well meaning that they will be able to engage better with learning.	Success criteria:	Pupils will be able to access a wide variety of sporting activities and will be active daily as evidenced by the Sports Mark being Gold or above each year.
Staff lead:	Amy Martin, Sports Lead and Lindsay Douch, Mental Well-being Lead		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>TA time to deliver the No Worries programme to as many participants as is appropriate. TA time to support parents' understanding of the course and the importance of pupils' emotional well-being.</p> <p>Many of the Sports and physical well being elements are funded through Sports Premium so are not double accounted for here. But there is a school-wide recognition that we need to be holistic in our approach to health and recognise mental health too. This may mean that we need to access specialist practitioners for individual pupils where there are access difficulties. It may be also that disadvantaged pupils can have funding to access extended schools clubs.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>We will continue to roll out No Worries. Alongside that in Summer 2020, TA time and course funding was used to train in 'Seasons of Growth', an EPS programme helping children to deal with loss and change. It is expected this will be very appropriate post-Covid.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>We hope to continue with No Worries now that bubble restrictions are eased. We will roll out Zones of Regulation work across the school.</p> <p>We are using money accumulated because of Covid from Sports Premium to fund an extra morning of specialist PE provision in half class groups enabling both excellent PE but also for the class teacher to work on small group interventions.</p>

<p>Light-touch review notes</p>	<p>Annual review notes (completed by September 2020):</p> <p>No Worries was rolled out effectively and some of our vulnerable children – including post-LAC were able to access it.</p> <p>The effectiveness of it was externally moderated by the Educational Psychology Service.</p>	<p>Annual review notes (completed by September 2021):</p> <p>We were not able to roll out No Worries because of the need to operate in bubbles but we did have a huge focus on well-being post Covid and Lindsay Douch, mental health lead was able to support other staff with resources and signpost to organisations.</p> <p>Instead we engaged Spectra (SEND supportive association) and an Occupational Therapist to do some training on emotional regulation in summer 2021 which will be rolled out across the school in 2021-2022.</p> <p>We made a huge investment in time in physical fitness when the children returned from second lockdown. We did fitness assessments and found that disadvantaged children’s fitness had dropped far more than non-disadvantaged children. We taught additional PE time in the curriculum and put on a free sports club for everyone, so cost was not a barrier.</p>	<p>Final review notes (completed by September 2022):</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input checked="" 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 checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£4,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£1,000	Year 3	£500
	Total anticipated expenditure:	£5,500				
Actual expenditure			Year 2	£2,000	Year 3	£
	Year 1	£4,000	Did expenditure increase, decrease or remain the same?	Increased <input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Readiness to learn: Values Education to positively impact on behaviour		
Category:	Wider strategies		
Intended outcomes:	Pupils will be focused on learning because they will have good learning attitudes. They will have developed intrinsic motivation to behave. They will be able to access visits which develop values which help them to deepen their understanding and prepare for life in modern Britain.	Success criteria:	Disadvantaged pupils will not be over-represented in the Behaviour Log.
Staff lead:	Tracey Cansdale as Headteacher and Educational Visits Co-ordinator		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>As a Church school our values education is deeply embedded across the curriculum and we have a regular monthly value. New resources have been purchased to enhance whole school and class assemblies and enable children to reflect on their motivation. We have also committed to being an early adopter of Relationships Education to help the children think through some of their ways of relating to friends and how they behave on the playground – building on our previous Peace Education and Peacemakers scheme. We have also identified that we need to prepare children</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>We will carry on using Roots and Shoots for the same purpose but may need support and adaptations when we are not able to hold whole school assemblies.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>We will incorporate a mixed diet of whole school and class based worship times.</p> <p>We will continue with our curriculum review to ensure that children meet examples of diversity which prepare them for life in modern Britain.</p>

	<p>for life in modern Britain and enable them to appreciate the richness of cultural diversity within the UK. Disadvantaged children in particular need opportunities to widen their experiences and develop cultural capital. Money will be available to support children who might not otherwise be able to access opportunities.</p>		
<p>Light-touch review notes</p>	<p>Annual review notes (completed by September 2020):</p> <p>Roots and Shoots (the programme that we purchased) has been highly effective in supporting values based education.</p>	<p>Annual review notes (completed by September 2021):</p> <p>Staff and children have found that the delivery of worship times and value education via Seesaw has been very effective as it has allowed for greater discussion and participation and teachers have been able to make sure that everyone is contributing – whereas in whole school assemblies there is not time/opportunity for this.</p> <p>A curriculum review has started and will continue into 2021-22 to ensure that the diversity of modern Britain is represented in our curriculum choices. Y6 studied a block of work on diversity and in particular looked at Windrush generation. Governor moderation showed their understanding of immigration and cultural diversity grew over this scheme of work.</p>	<p>Final review notes (completed by September 2022):</p>

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input checked="" type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input checked="" type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£2,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£1,500	Year 3	£250
	Total anticipated expenditure:	£3,750				
Actual expenditure	Year 1	£2,000	Year 2	£500	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input checked="" type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Attendance: Foster links with parents and identify any underlying issues which are causing attendance issues		
Category:	Wider strategies		
Intended outcomes:	Children are attending regularly and where there are barriers to attendance, these are being addressed.	Success criteria:	Disadvantaged children are not disproportionately represented in the persistent absentee category
Staff lead:	Tracey Cansdale, Headteacher and Designated Safeguarding Lead		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Support will be given to parents where there are barriers to attendance – this may be through time spent with Early Help referrals, it may be through subsidising costs of extended school care so children are in school. Each child’s needs will be addressed on an individual basis. However the importance of this category cannot be underestimated – if children aren’t in school, they cannot learn or make progress. In this area too school has been adversely impacted by cuts at a LA level – such as the loss of a dedicated Teacher for Gypsy, Roma and Traveller children. Whilst these families may not fill out paperwork to qualify for PPG, school recognises that nationally they are the most underperforming ethnic group and should be identified as disadvantaged to</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>As per year 1 but with increased need due to implications of Covid-19 lockdown.</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 interventions and support described in Year 1 and hope that Covid does not return and more face to face interactions can take place.</p>

	<p>ensure that their progress is strictly monitored. Historically attendance has been a big issue and school have worked hard – with much time dedicated to support greater attendance when children are not travelling. Time is needed to visit families, meet with them and help bridge the gap between the traveller community and school.</p>		
<p>Light-touch review notes</p>	<p>Annual review notes (completed by September 2020):</p> <p>A huge amount of support was needed with vulnerable families and parental engagement over Covid-19 and some families were on daily phone calls. We also had a lot of contact re: domestic abuse. This area will need a huge time commitment in 2020-21.</p>	<p>Annual review notes (completed by September 2021):</p> <p>We have invested a lot of time in parental engagement – huge amounts of head and admin time has been spent telephoning and emailing and a much higher proportion of time is spent with disadvantaged families to ensure that they were engaging, particularly with remote learning.</p> <p>We have tried to offer bespoke solutions to parents to increase engagement and attendance and the EWO is pleased that our persistent absenteeism has decreased substantially and in Summer term 2021 we were near 97% attendance.</p>	<p>Final review notes (completed by September 2022):</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£1,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£500	Year 3	£250
	Total anticipated expenditure:	£1,750				
Actual expenditure			Year 2	£1,000	Year 3	£
	Year 1	£2,000	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:	£				