



Oakwood Infant and Nursery School 3-year long-term pupil premium strategy

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SIP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

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

Our context

2019/20	School	National	School Position
Number on roll	347	281	
% girls	52.7	49	Highest
% eligible for Free School Meals	30.5	23.5	Highest
% pupils first language not English	5.6	20.9	
% pupils with SEN support	21.3	12.4	Highest
% pupils with EHCP	0.6	1.4	
School deprivation indicator	0.3	0.21	

Our priorities

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

- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as 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
Poorly developed language skills, particularly impacting on use of vocabulary.	Poor attendance and/or punctuality (often as a result of siblings attending different schools, and/or poor nutrition, health and hygiene.)
Limited or no access to experiences outside of school impacting on their ability to express themselves, extend their understanding more broadly and enrich their learning.	Adverse childhood experiences resulting in emotional dysregulation, lack of concentration and associated attachment needs.
Poor literacy skills, impacting specifically on early reading development.	Lack of parental support and engagement, largely due to parents' own limited education or negative school experiences.

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

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. Professional development: Weekly coaching sessions to support teachers and teaching assistants, with a particular emphasis on literacy and vocabulary
2. Support for early career teachers: A termly one-day teaching development programme delivered by external experts
3. Whole school training and development sessions provided by external experts to support quality first teaching in all classes.

Targeted academic support

1. Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills.
2. Small group tuition: Including phonic interventions to support pupils' progress in developing early reading skills.
3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using fully trained TAs.

Wider strategies

1. Ability to self-regulate: Introduction of a whole school approach to emotional development to support resilience.
2. Readiness to learn: Introduction of a breakfast club to provide pupils with a nutritious breakfast before school.
3. Attendance: Use of supported attendance meetings with the safeguarding manager to improve attendance and foster links with parents.

Full planning details for interventions are outlined in the 'Intervention planning in full' section.

Our review process

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

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

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

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

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

Accountability

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

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

The school publishes its strategy for using the pupil premium on the school website.

The school publishes a link to the school and college performance tables and the schools’ performance tables page on the school website.

Our funding

Funding summary: Year 1					
Total number of pupils	340	PPG received per pupil	£1320	Indicative PPG as advised in School Budget Statement	£122,866
		Number of pupils eligible for PPG	93		
Funding estimate: Year 2					
Estimated pupil numbers	340				
Estimated number of pupils eligible for PPG	110				
Estimated funding	£136,410				

Funding estimate: Year 3	
Estimated pupil numbers	
Estimated number of pupils eligible for PPG	
Estimated funding	£

Our data

This is based on estimates provided prior to the covid-19 pandemic for the academic year 2019/20

EYFS	No. of children	% Achieved GLD
No of disadvantaged	15	40%(6)
No of non-disadvantaged	43	77%(34)
Disadvantaged boys	8	25%(2)
Non-disadvantaged boys	25	68%(17)

Yr 1 Phonic screening	No. of children	% predicted to pass
No of disadvantaged	39	64%(25)
No of non-disadvantaged	50	72%(36)
Disadvantaged boys	18	56%(10)
Non-disadvantaged boys	24	58%(14)
Disadvantaged girls	21	71%(15)
Non-disadvantaged girls	26	85%(22)
Disadvantaged SEND	15	47%(7)
Non-disadvantaged SEND	11	27%(3)

YR 2	All		Boys		Girls		SEND	
	Non-disadvantaged	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged	Disadvantaged
No. in group	56	31	26	11	30	20	6	9
Reading	89% (49)	74% (23)	96%(25)	73%(8)	83%(25)	75%(15)	1	78%(7)
Writing	91% (51)	77% (24)	92%(24)	82% (9)	90% (27)	75%(15)	1	78%(7)
Maths	91% (51)	77%(24)	96%(25)	73% (8)	87%(26)	80%(16)	1	80%(7)

Intervention planning in full

Intervention:	<u>Professional development: Weekly coaching sessions to support teachers and teaching assistants, with a particular emphasis on literacy and vocabulary</u>		
Category:	<u>Quality of teaching</u>		
Intended outcomes:	Staff have bespoke support through shared observations to develop strategies to improve the quality of teaching	Success criteria:	The gap between children with adverse childhood experiences and others is diminished
Staff lead:	Deputy head		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Learning monitoring strategies will identify an area to be developed. • Discussion between lead and supported staff to identify and agree strategies. • Timescale identified for coaching, modelling sessions, research and review. • Accelerate progress in reading to reduce the attainment gap between disadvantaged pupils in school and 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • Additional staff will be trained to be coaches, thereby further embedding and sustaining the approach. • Teams will be identified to work together, sharing and supporting expertise. • Deliver a high quality, broad and balanced curriculum which provides opportunities for pupils to 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

	<p>non-disadvantaged peers nationally.</p> <ul style="list-style-type: none">• Accelerate progress in speaking and listening, with a particular focus on vocabulary development to reduce the vocabulary gap between disadvantaged pupils and their peers nationally.• Deliver a high quality, broad and balanced curriculum which provides opportunities for pupils to access a wide range of experiences.	<p>access a wide range of experiences.</p> <ul style="list-style-type: none">• Accelerate progress in speaking and listening, with a particular focus on vocabulary development to reduce the vocabulary gap between disadvantaged pupils and their peers nationally.• Accelerate progress in reading to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.	
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>This practice was not able to be developed to its full potential due to the following impacts of the covid pandemic:</p> <ul style="list-style-type: none"> • Key staff shielding. • Change in the delivery of learning to include on-line support and mixed class teaching. • Change in curriculum expectations due to cancelling of national assessments and emphasis on well-being during the first lockdown. 		<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 <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input checked="" 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>£9,628</p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input checked="" type="checkbox"/> due to increasing number of</p>	<p>Is expenditure anticipated to increase,</p>	<p>Increase <input type="checkbox"/></p>

			or remain the same?	staff involved in the next roll out Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£12,837	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£ 6420	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:	<u>Support for early career teachers: A termly one-day teaching development programme delivered by external experts</u>		
Category:	<u>Quality of teaching</u>		
Intended outcomes:	Early careers teachers have identified needs addressed and supported to enable them to become good to outstanding practitioners	Success criteria:	Early careers teachers pass their NQT year
Staff lead:	Deb Ward		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Mentor identified for NQT • External provider identified (DTSA) • Regular meetings for mentor and NQT to identify needs and progress • Courses/training sessions attended • Accelerate progress in reading to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally. • Accelerate progress in speaking and listening, with a particular focus on vocabulary development to reduce the vocabulary gap between disadvantaged pupils and their peers nationally. • Deliver a high quality, broad and balanced curriculum which provides opportunities for pupils to 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • School to work with Early Career framework organisation • Extend number of staff able to mentor NQT • Extend the external support for NQT from previous year • Accelerate progress in speaking and listening, with a particular focus on vocabulary development to reduce the vocabulary gap between disadvantaged pupils and their peers nationally. • Accelerate progress in reading to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally • Deliver a high quality, broad and balanced curriculum which 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

access a wide range of experiences.

provides opportunities for pupils to access a wide range of experiences.

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>The covid pandemic had the following impact:</p> <ul style="list-style-type: none"> • Key staff had to shield, so new mentors were put in place • New routines had to be established to ensure on line learning was available and teachers had classes comprising of children from across the year group as key worker and vulnerable children were the only children able to attend • The focus of the curriculum delivery was changed, including the changes to early years expectations • All national assessments were withdrawn 		<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 <input type="checkbox"/> • As expected <input type="checkbox"/> with how we adapted to the changes • 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>£ 2200 to cover half days each</p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase,</p>	<p>Increase <input type="checkbox"/></p>

		<p>week for mentor and NQT to meet</p> <p>£500 for courses</p> <p>£1000 for supply costs</p>	or remain the same?	<p>Decrease <input type="checkbox"/></p> <p>Remain the same <input checked="" type="checkbox"/></p> <p>This is a graduated response. The school makes every effort to have no more than 1 NQT each year, where there are vacancies.</p>	decrease or remain the same?	<p>Decrease <input type="checkbox"/></p> <p>Remain the same <input type="checkbox"/></p>
			Year 2	£3700	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£2467	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	<p>Increased <input type="checkbox"/></p> <p>Decreased <input type="checkbox"/></p> <p>Remained the same <input type="checkbox"/></p>	Did expenditure increase, decrease or remain the same?	<p>Increased <input type="checkbox"/></p> <p>Decreased <input type="checkbox"/></p> <p>Remained the same <input type="checkbox"/></p>
	Total actual expenditure:	£				

Intervention:	<u>Whole school training and development sessions provided by external experts to support quality first teaching in all classes.</u>		
Category:	<u>Quality of teaching</u>		
Intended outcomes:	<p>Consistent quality first teaching across all classes to diminish the difference between those children with adverse childhood experiences and other children</p> <p>Deliver a high quality, broad and balanced curriculum which provides opportunities for pupils to access a wide range of experiences.</p>	Success criteria:	<p>Outcomes for children improve to bring the school closer to national outcomes for groups of learners</p> <p>Learning monitoring evidences good to outstanding teaching across all classes</p> <p>Children access quality, first hand experinces</p>
Staff lead:	SLT		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Provision of external trainers for identified key issues across school (TTS and Talk Derby; Forest schools) • Feedback questionnaires to identify further support • Staff meetings and/or 1-1 development meetings to embed new learning • Modelling exemplar lessons to reinforce new learning • Accelerate progress in reading to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally. • Accelerate progress in speaking and listening, with a particular focus on vocabulary development 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>The method will be repeated for new areas identified as the impact was greater due to having:</p> <ul style="list-style-type: none"> • Clearly identified whole school development needs (Pivotal training, RWI, Continuous provision) • Provision of external trainers to broaden understanding and ensure all staff are kept up to date with new developments • Further staff meetings to embed learning and ensure all staff can support each other • Ensures consistency across school • Accelerate progress in speaking and listening, with a particular focus on vocabulary development to 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

	<p>to reduce the vocabulary gap between disadvantaged pupils and their peers nationally.</p> <ul style="list-style-type: none">• Deliver a high quality, broad and balanced curriculum which provides opportunities for pupils to access a wide range of experiences.	<p>reduce the vocabulary gap between disadvantaged pupils and their peers nationally.</p> <ul style="list-style-type: none">• Accelerate progress in reading to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.• Deliver a high quality, broad and balanced curriculum which provides opportunities for pupils to access a wide range of experiences.	
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <ul style="list-style-type: none"> • The training was front loaded, so all training took place prior to the covid pandemic • Staff meetings reinforced the learning • Mid-term reviews evidenced the progress of groups of children to be beginning to close the gap • Monitoring of learning evidenced staff were delivering greater number of lessons at good • Provision of external trainers to broaden understanding and ensure all staff are kept up to date with new developments 		<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 <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"/> 	
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£1000 training course</p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input checked="" type="checkbox"/> the addition of a further need identified for</p>	<p>Is expenditure anticipated to increase,</p>	<p>Increase <input type="checkbox"/></p>

		£4000 staff release to support Talk Derby developments £12,000 resources for outdoor learning	or remain the same?	external training and the need to release staff to coach and train the new cohort Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£22,657	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£11,350	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:	<u>Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills</u>		
Category:	<u>Targeted academic support</u>		
Intended outcomes:	Staff trainers trained with an action plan in place to develop skills and strategies across the school	Success criteria:	Staff trainers trained
Staff lead:	Senco and EYFS lead		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Key staff identified • Course attended through DCC • Time allowed for completion of assessments • Staff meeting time to share current learning and expectations • Cohort of staff identified for further training • Accelerate progress in speaking and listening, with a particular focus on vocabulary development to reduce the vocabulary gap between disadvantaged pupils and their peers nationally. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • New cohort of TAs trained in Talk Derby strategies • Extension of strategies across the whole school, focussing on pure vocabulary • Regular staff meetings to further develop and embed practices • Accelerate progress in speaking and listening, with a particular focus on vocabulary development to reduce the vocabulary gap between disadvantaged pupils and their peers nationally. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <ul style="list-style-type: none"> • Staff leads completed the training, albeit some were through distance learning due to the pandemic • At the point just pre covid pandemic, teacher assessments evidenced that children were beginning to use vocabulary in more varied ways, especially in EYFS, however, this was not sustained over lockdown • Staff were beginning to use initial strategies and were able to “hit the ground running” once school reopened fully in September following a refresher in house training session. • Lead staff shared expertise on line with teachers and teaching assistants 		<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 <input type="checkbox"/> • As expected <input type="checkbox"/> This would have been greater had the pandemic not impacted on direct learning • 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>£ 4642</p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input type="checkbox"/> in order to allow the next cohort time to attend training</p>	<p>Is expenditure anticipated to increase,</p>	<p>Increase <input type="checkbox"/></p>

			or remain the same?	and complete assignments Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£6,189	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£3094	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:	<u>Small group tuition: Including phonic interventions to support pupils' progress in developing early reading skills.</u>		
Category:	<u>Targeted academic support</u>		
Intended outcomes:	Ensure accelerated learning for identified children	Success criteria:	The difference is diminished between children with adverse childhood experiences and their peers achieving the phonic assessment
Staff lead:	Vicki Chapman; Alex Rose; Sarah Kemp		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> Identify a common approach to phonic teaching Work with external phonic support from LA Establish coaching sessions with reading lead Establish phase appropriate resources Identify groups of learners for intervention Train support staff to deliver interventions Half termly assessments to inform teaching/progress Accelerate progress in reading to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Address the loss of learning due to covid through:</p> <ul style="list-style-type: none"> Change the approach to one that is consistent and rigorous (RWI-phonic element only) Establish weekly catch up sessions for intervention leads Improve resources to ensure all are available (covid compliant) Half termly assessments with targets to assess needs and gaps Accelerate progress in reading to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <ul style="list-style-type: none"> • Mid-term reviews evidenced that children were beginning to make accelerated progress in addressing the gaps in their learning • This was not maintained during lockdown, many children have returned to school with significant gaps in their learning due to lack of access to online learning/ability of parents to support • Staff had to shield and were not always available for training • Change of emphasis in the curriculum during the lockdown • Cancellation of national assessments 		<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 <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input checked="" 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>£2,500 for resources</p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input checked="" type="checkbox"/> due to new resources and increase need for staff</p>	<p>Is expenditure anticipated to increase,</p>	<p>Increase <input type="checkbox"/></p>

		£12,000 for lead practitioner £16,000 for TA	or remain the same?	to ensure the school is covid compliant Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£37,370	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£20,600	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:	<u>One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using fully trained TAs.</u>		
Category:	<u>Targeted academic support</u>		
Intended outcomes:	Identified children make accelerated progress 1-1 interventions are responsive to the needs identified	Success criteria:	Identified children make accelerated progress
Staff lead:	Alex Rose; Lynda Lloyd; Sarah Kemp		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> Phonic support 1-1 through identified assessment of needs Speech and language interventions Physical literacy intervention Accelerate progress in speaking and listening, with a particular focus on vocabulary development to reduce the vocabulary gap between disadvantaged pupils and their peers nationally. Accelerate progress in reading to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> Provide greater intensive 1-1 to support for phonic development (specialist programme through RWI) Continue and extend the provision of speech and language specialist support (from part time to full time) Extend the provision of physical literacy support (additional hours for trained TA) Accelerate progress in speaking and listening, with a particular focus on vocabulary development to reduce the vocabulary gap between disadvantaged pupils and their peers nationally. Accelerate progress in reading to reduce the attainment gap between disadvantaged pupils in school and 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>



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non-disadvantaged peers nationally.

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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>At the mid-term review it was evidenced that children were making good progress across the interventions.</p> <p>As school went in to partial lockdown, the impact has been that children did not maintain this level of progress.</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 <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> due to partial school closure through the pandemic • 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>£1133 physical literacy support</p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input type="checkbox"/> as more staff will be needed to:</p>	<p>Is expenditure anticipated to increase,</p>	<p>Increase <input type="checkbox"/></p>

		£13,500 phonic support £7263 speech and language support	or remain the same?	1. Address increase in gaps identified upon children returning to full time learning 2. Ensure the school is covid complaint across groups Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£26,680	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£14,352	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:	<u>Ability to self-regulate: Introduction of a whole school approach to emotional development to support resilience.</u>		
Category:	<u>Wider strategies</u>		
Intended outcomes:	<p>Through positive attitudes to self and others, including resilience and confidence, diminish the difference across all areas of learning between children with adverse childhood experiences and their peers, bringing the school closer to national expectations</p> <p>To support disadvantaged pupils with their social and emotional development and resilience.</p>	Success criteria:	<p>Fewer children identified as red level of need</p> <p>Children able to access learning and make expected progress as barrier to learning reduced/managed</p>
Staff lead:	Lynda Lloyd; Alex Rose; Katie Allen		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Introduce the Jigsaw approach to the teaching of emotional resilience and self-regulation • Reduce the number of children needing 1-1 support with self-regulation • Improve the resilience of vulnerable children across all year groups • Through positive attitudes to self and others, including resilience and confidence, diminish the difference across all areas of learning between children with adverse childhood experiences and their peers, bringing the school closer to national expectations 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • Embed the Jigsaw approach • Embed the 5 Pillars of effective behaviour, focussing on recognition and developing positive, safe relationships • Build a pastoral team using the catch up funding element to support children at the highest level of need accessing their learning • Through positive attitudes to self and others, including resilience and confidence, diminish the difference across all areas of learning between children with adverse childhood experiences and their 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

	<ul style="list-style-type: none">• Deliver 1-1 for children at greatest risk	peers, bringing the school closer to national expectations	
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <ul style="list-style-type: none"> • Jigsaw was introduced and resources developed • Policies were produced to ensure the school was on track to meet the deadline for the relationships education expectations presented to all school • Links were made with the junior school to ensure a consistent approach for the community • Approaches were used by staff as part of the changes to how the curriculum was developed during the lockdown period. The feedback from questionnaires evidenced that children felt safe and supported while in school and knew who they could talk to about their worries. • On fully reopening in September the staff were fully primed to begin the formal teaching aspects of the programme, including identifying children most at risk 		<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 <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 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>£2500 for resources, including</p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input checked="" type="checkbox"/> due to the need for greater 1-1 support to address the</p>	<p>Is expenditure anticipated to increase,</p>	<p>Increase <input type="checkbox"/></p>

		resilience assessment materials £20,000 TA support	or remain the same?	mental health and well-being of children as a result of the pandemic Provision of specialist support across classes to embed quality first approaches to mental health Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£37,390	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£14,670	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:	<u>Readiness to learn: Introduction of a breakfast club to provide pupils with a nutritious breakfast before school.</u>		
Category:	<u>Wider strategies</u>		
Intended outcomes:	<p>To support disadvantaged pupils with their social and emotional development and resilience.</p> <p>To ensure children understand the need for a healthy diet and the importance of breakfast</p> <p>To address the gap in experience and provision of a positive start to the day</p>	Success criteria:	All children arrive in lessons ready to learn having had a nutritious breakfast and time to regulate following any anxieties from leaving home
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Identify community need • Source staff • Source food • Identify children most at risk to provide a free place 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>The school is now in a position to move forward with this proposal , with the intention that it will be operational by January 2021</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <ul style="list-style-type: none"> • All the initial work was undertaken, however, due to the covid pandemic this had to be put on hold. • School ensured delivery of free school meals to all those children who were identified as vulnerable throughout the partial closure. These were delivered as actual food, not vouchers 		<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 <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> only because it was put on hold • 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>£3000</p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input type="checkbox"/> as the breakfast club will start there will be cost</p>	<p>Is expenditure anticipated to increase,</p>	<p>Increase <input type="checkbox"/></p>

			or remain the same?	associated with the provision and the free places Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£6500	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£3000	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:	<u>Attendance: Use of supported attendance meetings with the safeguarding manager to improve attendance and foster links with parents.</u>		
Category:	<u>Wider strategies</u>		
Intended outcomes:	Ensure all children have full access to learning	Success criteria:	Children who are identified as most at risk of school refusal/non-attendance or poor punctuality are supported at speed and have clear plans in place to address the issues. Their underlying attendance pattern is seen to improve through a series of 5 weekly rolling assessments
Staff lead:	Lynda Lloyd		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Establish robust systems to identify families • Establish safe spaces in school for meeting with families • Use action plans, with agreed strategies to hold families accountable for their child's attendance 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>This system will be replicated this year, being mindful of those families needing support due to additional mental health needs as a result of the pandemic and those families needing to self-isolate</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <ul style="list-style-type: none"> • Patterns of identified children were improving • Families were engaged and feedback from them evidenced they felt supported and understood the need for good attendance • The systems developed enabled the school to respond at pace to needs 		<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 <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 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>£10,000</p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input checked="" type="checkbox"/> due to the need to develop a pastoral team to</p>	<p>Is expenditure anticipated to increase,</p>	<p>Increase <input type="checkbox"/></p>

			or remain the same?	manage the increase in levels of school anxiety resulting from recent pandemic Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£20,000	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£10,000	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:	£				

Variance in year 1 = £122,866 - £85,953 = £36,913 The variance is due to the interruption of interventions through lockdown

Year 2 spending = £136,410 + £36,913 = £173,323