



North Cerney Primary Academy
3 Year Pupil Premium Strategy Statement
6 January 2020

1. Summary information					
School	North Cerney Primary Academy				
Academic Year	2019-20	Total PP budget	£19,800	Date of most recent PP Review	September 2019
Total number of pupils	44	Number of pupils eligible for PP	14	Date for next internal review of this strategy	July 2020

2. Attainment			
<i>North Cerney Primary Academy figures for pupils eligible for PP</i>		<i>National figures for pupils not eligible for PP</i>	
% achieving expectations in reading	100%	% achieving expectations in reading	73%
% achieving expectations in writing	100%	% achieving expectations in writing	78%
% achieving expectations in maths	100%	% achieving expectations in maths	79%
Progress measure in reading	-3.7 (2018 data)	Progress measure in reading	
Progress measure in writing	+0.9 (2018 data)	Progress measure in writing	
Progress measure in maths	-9.1 (2018 data)	Progress measure in maths	

Please note that these are based on the Y6 SATS, scores for KS1,PSC and ELG are not as high which is why there are targets for academic success for PP pupils.

3. Funding summary: Year 1					
Total number of pupils	44	PPG received per pupil	£1, 320	Indicative PPG as advised in School Budget Statement	£
		Number of pupils eligible for PPG	14	Actual PPG budget	£19,800 (13,000 on TAs)
4. Funding estimate: Year 2					
Estimated pupil numbers		43 (based on 6 year 6 leaving and 2 in year leavers and having 5 reception children starting)			
Estimated number of pupils eligible for PPG		11 plus 2 service children (£300 each)			
Estimated funding		£15,120			
5. Funding estimate: Year 3					
Estimated pupil numbers		46 (based on 5 current year 5 leaving and 8 reception starting)			
Estimated number of pupils eligible for PPG		11 plus 2 service children (£300 each)			
Estimated funding		£15,120			

6. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Some pupils may not working at an age related level and have conceptual gaps or misconceptions.
B.	In some cases, learning skills may need developing, eg organisation, commitment, resilience.
External barriers (issues which also require action outside school, such as low attendance rates)	
C.	In some cases, access to resources, such as books, libraries and life experiences.
D.	In some cases, a lack of regular routines including home reading, homework, spellings.
E.	Historic attendance issues have lead to gaps in children's learning. PP attendance is still below non PP children

Please see table 7 to demonstrate how we are going to address these barriers.

7. Desired outcomes			
	Priorities	Success criteria	Evidence and Rationale
1.	Quality of Teaching		
A.	Strengthen the quality of Teaching and Learning across the school.	<ul style="list-style-type: none"> PP pupils reaching ARE has increased Support staff will support learning effectively. 	<ul style="list-style-type: none"> PP results will match those of non PP children

		<ul style="list-style-type: none"> Additional intervention sessions will take place, based on gaps/need. 	<ul style="list-style-type: none"> Monitoring of support staff Provision maps will show interventions are closely matched to need
B.	To develop proactive, organised and enthusiastic learners.	<ul style="list-style-type: none"> Pupils show respect to others when moving around the school, at breaktimes and not interrupting when others are speaking. 	<ul style="list-style-type: none"> In class observations Monitoring of children's behaviour during non-teaching times Awarding of values cards increasing
2.	Targeted Academic Support		
A.	Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations	<ul style="list-style-type: none"> More children reach AREs for reading, writing and Maths Pupils read regularly outside of normal class reading. Pupils will be given support and opportunity to complete homework tasks in school where necessary. 	<ul style="list-style-type: none"> PP results will match those of non PP children Monitoring of reading and support given within school so that we have an accurate measure of the level of support needed going forward Monitoring of additional homework club provision and optional take up.
B.	One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs to foster improved learning behaviour that can then translate back into whole class situations.	<ul style="list-style-type: none"> Additional off site visits including forest school and Shrubditch farm for specific children. Nuture groups and tailored interventions to promote positive relationships between PP children and support staff TA training around emotional needs EP in to advise and support TAs working with most vulnerable 	<ul style="list-style-type: none"> Review of external visits Behaviour log reviews Feedback from training Actions from EP advice put into everyday practice.
D.	1:1 and group sessions to support children who are not heard read at home or do not have the opportunity to do their homework.	<ul style="list-style-type: none"> PP children are prioritised with external readers Homework opportunities are built into school week for those that need it 	<ul style="list-style-type: none"> Monitoring reading Monitoring need and take up of homework clubs
3.	Wider Strategies		
C.	Pupils will be proactive, organised and enthusiastic learners.	<ul style="list-style-type: none"> Nurture provision provided as required, both in class and through withdrawn sessions. Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day 	<ul style="list-style-type: none"> Monitoring of external visits including pupil voice
E.	Attendance: historic attendance issues has meant that there are previous gaps in children's learning, Attendance is still monitored closely.	<ul style="list-style-type: none"> Attendance for all PP children remains high - over 95% Phone calls are made on first day of absence. 	<ul style="list-style-type: none"> Attendance monitored throughout the year

Intervention Planning – 3 year model

Intervention:	Strengthen the quality of Teaching and Learning across the school.		
Category:	Quality of teaching		
Intended outcomes:	To ensure that the quality of teaching is developed and that expectations are high so that pupils make accelerated progress	Success criteria:	Quality of teaching has improved. Pupils make accelerated progress.
Staff lead:	Head teacher and PP champion		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Early identification of misconceptions and strategies for immediate interventions.</p> <ul style="list-style-type: none"> • CPD on misconceptions • Common misconceptions identified on next step planning. <p>Staff development:</p> <ul style="list-style-type: none"> • P4C – initial training, 1 inset day and 2 twilights • Phonics_ – all TAs to attend DGAT phonics training and EYFS/Ks1 teacher to engage with English Hub <p>Increased expectation for pace and rigour</p>	<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"> • Misconceptions and strategies used • Staff development needs: • Other training needs as identified. • Ensure that HAP pupils are planned for and challenged in every lesson. 	<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"> • Sharing good practice within and between schools • Updates for new staff that may be at the school.

Light-touch review notes	Annual review notes: [Use this space to review the success of your intervention in year 1.]		Annual review notes: [Use this space to review the success of your intervention in year 2.]		Final review notes: [Use this space to review the overall success of your intervention.]	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£100 TA phonic courses cover - courses were free £1000 P4C	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	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	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:	To develop proactive, organised and enthusiastic learners.		
Category:	Quality of teaching		
Intended outcomes:	Pupils will be proactive, organised and enthusiastic learners	Success criteria:	Pupils are proactive, organised and enthusiastic learners
Staff lead:	Head teacher and PP Champion		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Develop ethos of mutual respect within the school</p> <ul style="list-style-type: none"> • Peer to peer tutoring • Buddy system • 'house' team activities • Reading partners <p>Pupils show respect to others when moving around the school, at breaktimes and not interrupting when others are speaking.</p> <p>Strengthen learning behaviours - introduce one learning behaviour at a time</p> <ul style="list-style-type: none"> • Resilience 	<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"> • To continue to develop the strategies that are adopted and have worked. • Evaluate previously introduced learning behaviours and develop new ones 	<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"> • Independence • Perseverance 					
Light-touch review notes	Annual review notes: [Use this space to review the success of your intervention in year 1.]	Annual review notes: [Use this space to review the success of your intervention in year 2.]	Final review notes: [Use this space to review the overall success of your intervention.]			
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 			
Anticipated expenditure	Year 1	£250	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	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	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"/>	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:	£
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Intervention:	Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations		
Category:	Targeted Academic Support		
Intended outcomes:	More children reach age-related expectations in English and Maths	Success criteria:	Numbers of pupils at ARE has increased.
Staff lead:	Head teacher and PP Champion		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • All pupils assessed using Star reading, Star Maths, Collins and White Rose maths assessments to identify children with low scores • Small group interventions for identified children • Pupils needing phonics support identified early through Pupil Progress meetings- intervention groups started • Reading interventions for children at risk of not making expected progress/ARE at end of Key stages • Children given MySupport plans and meetings with parents to suggest ways that support can also be 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</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: [Use this space to review the success of your intervention in year 1.]</p>		<p>Annual review notes: [Use this space to review the success of your intervention in year 2.]</p>		<p>Final review notes: [Use this space to review the overall success of your intervention.]</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"/> • 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>£9,789.96 half of TA allocation for interventions</p> <p>£ 1,165 AR</p> <p>£90 Nessy</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input type="checkbox"/></p>

		£250 purple mash £80 collins	Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	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:	One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs to foster improved learning behaviour that can then translate back into whole class situations.		
Category:	Targeted Academic Support		
Intended outcomes:	PP children to have a variety of additional teaching and learning opportunities to foster improved behaviour.	Success criteria:	PP behaviour in class to improve. PP pupil voice to state additional opportunities they have received and enjoyed.
Staff lead:	Head teacher and PP Champion		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Additional off site visits including forest school and Shrubditch farm for specific children. • Nature groups and tailored interventions to promote positive relationships between PP children and support staff • TA training around emotional needs • EP to visit school, work with most vulnerable pupils and support staff 	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

<p>Light-touch review notes</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 1.]</p>		<p>Annual review notes: [Use this space to review the success of your intervention in year 2.]</p>		<p>Final review notes: [Use this space to review the overall success of your intervention.]</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"/> • 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>£350 forest school and Shrubditch farm £1000 TA allocation</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/></p>

		£1000 EP	Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Pupils will be proactive, organised and enthusiastic learners.		
Category:	Wider Strategies		
Intended outcomes:	Pupil's engaging in lessons and making at least expected progress.	Success criteria:	Pupils make at least expected progress
Staff lead:	Head teacher and PP Champion		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> Nurture provision provided as required, both in class and through withdrawn sessions. Children will be proactive in lessons and take responsibility for their learning. This will be nurtured through careful support to promote later independence. 	<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"> Monitor nurture provision and identify new targets 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

Light-touch review notes	Annual review notes: [Use this space to review the success of your intervention in year 1.]		Annual review notes: [Use this space to review the success of your intervention in year 2.]		Final review notes: [Use this space to review the overall success of your intervention.]	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£500 Nature provision £1500 TA costings	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	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	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:	Attendance: historic attendance issues has meant that there are previous gaps in children's learning, Attendance is still monitored closely.		
Category:	Wider Strategies		
Intended outcomes:	Attendance will remain in line with non-PP children	Success criteria:	Attendance for PP children hits the 95% target. Phone calls are made on the first day of absence.
Staff lead:	Head teacher and PP Champion		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Ernie from Cerney • Phone calls • Expectation to be in school • Missing work is caught up on • Attendance is monitored closely 	<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"> • 	<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: [Use this space to review the success of your intervention in year 1.]</p>		<p>Annual review notes: [Use this space to review the success of your intervention in year 2.]</p>		<p>Final review notes: [Use this space to review the overall success of your intervention.]</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"/> • 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 TA and admin costs</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> </p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> </p>

			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	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:	Widening opportunities: pupils will be exposed to a wide range of social, cultural, enrichment and sporting activities (within and outside of the school day).		
Category:	Wider Strategies		
Intended outcomes:	Pupil's lives are enhanced by additional opportunities on offer.	Success criteria:	PP children's take up matches non-PP take up on all activities.
Staff lead:	Head teacher and PP Champion		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Funding for farm/ forest school • Funding for school trips will be capped to ensure that we have budget for all of the other interventions planned. • Sports clubs before and after school • Funded after school club places • Funding for holiday play schemes 	<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"> • 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

Light-touch review notes	Annual review notes: [Use this space to review the success of your intervention in year 1.]		Annual review notes: [Use this space to review the success of your intervention in year 2.]		Final review notes: [Use this space to review the overall success of your intervention.]	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£500 trips £80 cool milk	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	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

The remaining £1,145.04 is allocated to in class support for TAs and SENCO/PP champion hours.

Appendices – Overview of our 3 year strategy

3-year long-term pupil premium strategy template

This template is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It can be used instead of, or alongside, a one-year strategy.

Our philosophy

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

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:

- To ensure all teaching is at least good
- Teaching staff are well trained and supported to meet every child's needs.
- To close the attainment gap between disadvantaged pupils and their peers
- To provide effective academic support for pupils who are not making the expected progress
- To address non-academic barriers to attainment such as attendance and behaviour
- To ensure that the PPG reaches the pupils who need it most

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 key priorities 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 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 selected interventions. This focussed approach ensures the best chance of success for each category.

Quality of teaching

1. Strengthen the quality of Teaching and Learning across the school.
2. To develop proactive, organised and enthusiastic learners.

Targeted academic support

1. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations
2. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs

Wider strategies

1. Readiness to learn: provide tailored support for those children who have issues outside school that impact on their ability to learn.
2. Attendance: historic attendance issues has meant that there are previous gaps in children's learning, Attendance is still monitored closely.
3. Widening opportunities: pupils will be exposed to a wide range of social, cultural, enrichment and sporting activities (within and outside of the school day).

Our review process

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

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

The progress of pupils in receipt of the PPG and their progress towards achieving targets is analysed at the end of interventions.

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

This three-year programme will be continually reviewed and monitored and act as a rolling programme in light of the lessons learned during the execution of the previous interventions, 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, this should be monitored by governors and reported back at full governors meetings.

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.