

Sytchampton Endowed Primary School
3 Year Long-Term Pupil Premium Strategy



September 2021 – September 2024

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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. 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.

At Sytchampton Endowed Primary School our motto is 'Ready, Steady, Grow.' We aim for all of our pupils, irrespective of their backgrounds or challenges, to be ready for life, to develop resilience and independence and to develop into well rounded individuals who have the self- belief to achieve their dreams and ambitions.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their ability to learn. As a small school, we pride ourselves on developing high quality relationships with our pupils and families so that we are able to identify these barriers precisely, rather than focussing upon the symptoms and making assumptions. This forms the basis of our strategy design which aims to maximise the impact of our Pupil Premium funding so that our disadvantaged and vulnerable learners overcome any barriers and are able to achieve their full potential, thus improving their long-term outcomes.

Our priorities

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

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop resilience and independence
- Develop confidence and ability both academically and across a range of wider interests

Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Our data and analysis reveals that 40% of our disadvantaged pupils also have Special Educational Needs, 3 of whom have complex needs (these pupils are all male) requiring specialist support to develop their social and emotional skills so that they can access learning effectively. Data analysis reveals that disadvantaged pupils who are not SEND generally achieve well, working at Age Related Expectations or above.	Discussions with families, have also revealed that 2 of our disadvantaged pupils have a history of trauma, which affects their ability to access learning and regulate their emotions.
Data analysis, teacher assessments and observations reveal that disadvantaged boys do not achieve as well in Writing due to gaps in vocabulary, spelling and grammar.	Our observations, discussions with families and parent surveys reveal that many of our pupils lack resilience when faced with challenges and struggle to access learning independently, which has been particularly impacted by remote learning and school closures.

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 consult a wide range of independent, high-quality reviews of evidence and assess whether the evidence is based on a context that is relevant to the school.

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

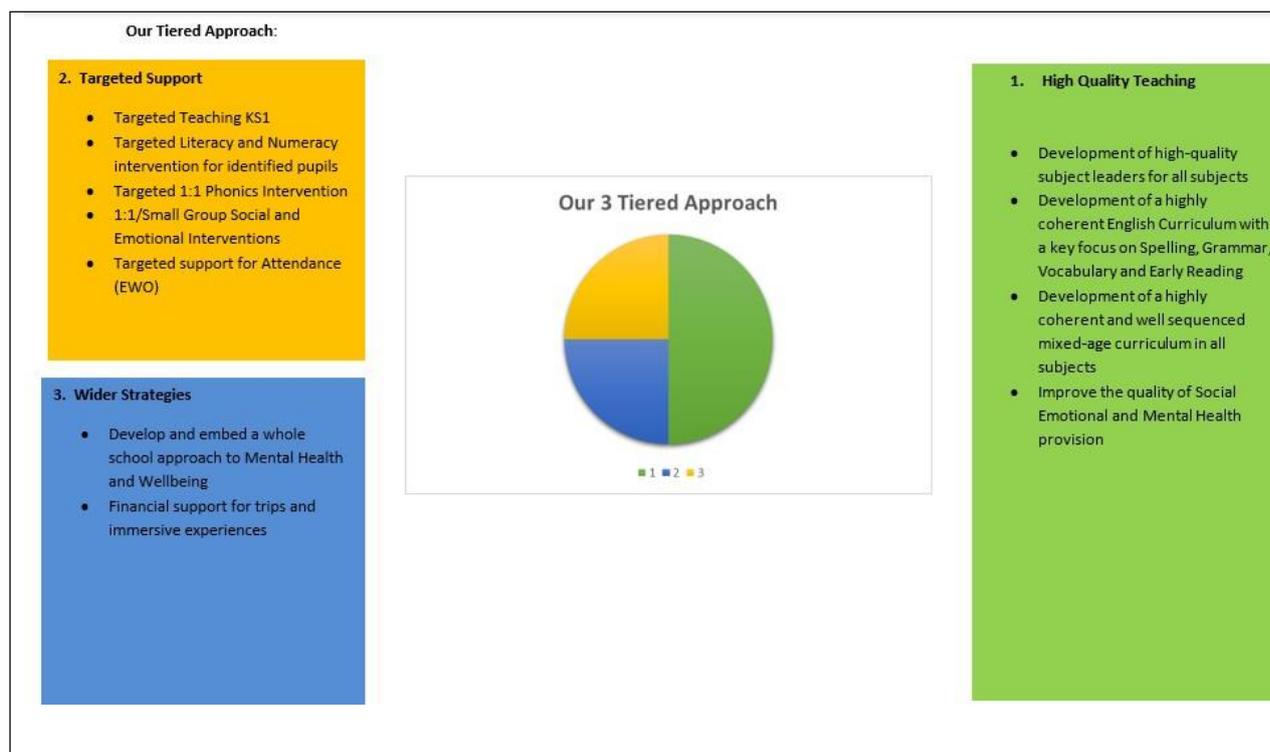
Sustain

- 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

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. Quality of teaching
2. Targeted academic support
3. Wider strategies



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

Quality of teaching

- Focus on developing Subject Leaders (Subject Leader Release time, CPD, Resources, Coaching Support)
- Development of a highly coherent English Curriculum with a key focus on Spelling, Grammar, Vocabulary and Early Reading
- Embed a highly coherent and well sequenced, mixed-age curriculum in all subjects which is well resourced and supports teacher knowledge.
- Embed and establish high quality leadership and provision for pupils with SEND
- Improve the quality of SEMH provision for all pupils but in particular those with ASD and Trauma Backgrounds

Targeted academic support

- Targetted and highquality teaching support for pupils in Key Stage 1 to ensure that gaps are closed and pupils make rapid progress
- 1:1 Phonics intervention targeted at pupils in the lowest 20%, disadvantaged pupils and pupils with identified gaps as a result of the pandemic
- Targetted small group and 1:1 Literacy and Numeracy Intervention for pupils identified as disadvantaged or with gaps as a result of the pandemic
- Targeted small group and 1:1 Emotional and Social Intervention for pupils identified as disadvantaged or with gaps as a result of the pandemic (particularly those with SEND and/or Trauma Backgrounds)
- EWO support services to work with Disadvantaged Pupils who are persistently absent

Wider strategies

- Develop and embed a whole school approach to Mental Healthand Wellbeing
- Financial support for trips and immersive experiences

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 teaching staff during Pupil Progress Meetings.

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 2021 - 2022					
Estimated pupil numbers	101	Budgeted Quality of Teaching	£4088.00	Actual Quality of Teaching Spend	£4839.00
Estimated number of pupils eligible for PPG	10 (5 Census)	Budgeted Targeted Support	£7954.00	Actual Targeted Support Spend	£7920.09
Estimated PPG funding	£10725	Budgeted Wider Strategies	£420.00	Actual Wider Strategies Spend	£420
Estimated Recovery funding	£2000	Overall Budgeted Spend	£12,462.00	Actual Total Spend	£13179.09
Total estimated Funding	£12725	Actual Total Funding Received	£12725	End of Year Reserve/Deficit	-£454.09
Funding estimate: Year 2 2022 - 2023					
Estimated pupil numbers	98	Budgeted Quality of Teaching	£8000	Actual Quality of Teaching Spend	
Estimated number of pupils eligible for PPG	9	Budgeted Targeted Support	£4150	Actual Targeted Support Spend	
Estimated PPG funding	£11040	Budgeted Wider Strategies	£300	Actual Wider Strategies Spend	
Estimated Recovery funding	£2000	Overall Budgeted Spend	£12450	Actual Total Spend	
Total estimated Funding	£13040	Actual Total Funding Received		End of Year Reserve/Deficit	

Funding estimate: Year 3 2023 - 2024					
Estimated pupil numbers		Budgeted Quality of Teaching		Actual Quality of Teaching Spend	
Estimated number of pupils eligible for PPG		Budgeted Targeted Support		Actual Targeted Support Spend	
Estimated PPG funding		Budgeted Wider Strategies		Actual Wider Strategies Spend	
Estimated Recovery funding		Overall Budgeted Spend		Actual Total Spend	
Total estimated Funding		Actual Total Funding Received		End of Year Reserve/Deficit	

Intervention planning in full

Quality of Teaching

Intervention:	Focus on developing Subject Leaders		
Category:	Quality of teaching		
Intended outcomes:	Middle leaders are highly effective, raising standards in all subjects for all groups of pupils	Success criteria:	<ul style="list-style-type: none"> 1.1 Subject leaders have a strong understanding of their subject, identifying areas for improvement and planning to address these 1.2 The curriculum in all subjects is coherently planned and sequenced 1.3 Pupils retain knowledge well in all subjects and apply this to wider concepts 1.4 Teachers have good knowledge of the subjects they teach 1.5 Teachers present subject matter clearly and provide timely feedback which supports strong progress 1.6 Teachers use assessment effectively to inform teaching and planning 1.7 Teachers have access to and select high quality resources to support teaching in all subjects
Staff lead:	A Richards		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Subject leader release time for CPD and Monitoring • Development of coherent and progressive Learning Pathways for all subjects • CPD (Internal and External) • Resources including online planning and physical resources to support teaching • Coaching Support 	<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"> • Identify and induct new PE Lead • Identify and new Science Lead and provide CPD if required • Small Schools Curriculum Project • CPD on embedding challenge in the non core subjects • CPD for Fieldwork and Mapping Skills in Geography • CPD on pedagogy, retrieval and metacognition • Audit and source resources to support teaching • Release time and CPD for subject leaders 	<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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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Subject leadership in Maths, Computing, Science, Geography, History, DT and Art is good with leaders having an impact on the quality, coherence, sequencing and depth of teaching in these subjects.</p> <p>Progress for pupils in these subjects is much improved.</p> <p>Unfortunately the EYFS/PE Lead is leaving at the end of the year and the Science Lead left at Easter. These subjects will need new leaders in the next academic year.</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"/> • 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>Year 2</p>		<p>Year 3</p>	
	<p>Category</p>	<p>Spend</p>	<p>Category</p>	<p>Spend</p>	<p>Category</p>	<p>Spend</p>

	Books and Resources	£500.00				
	Staff CPD	£1000.00				
Total		£1500.00		£2000.00		
Actual Expenditure	Year 1		Year 2		Year 3	
	Category	Spend	Category	Spend	Category	Spend
	Books and resources	£925.00				
	EYFS Snorkels CPD	£130.00				
	EYFS New Curriculum CPD HT	£45.00				
	Curriculum Conference	£199.00				
	EYFS Conference	£50.00				
	EYFS New Curriculum Teacher	£30.00				
EYFS New Curriculum TA	£30.00					
Total		£1409.00				
Notes						

Intervention:	Development of a highly coherent English Curriculum with a key focus on Spelling, Punctuation, Grammar, Vocabulary and Early Reading		
Category:	Quality of Teaching		
Intended outcomes:	Disadvantaged pupils are achieving at least as well as other pupils in Writing, if not better	Success criteria:	<ul style="list-style-type: none"> • The proportion of disadvantaged pupils achieving Age Related Expectations in Writing at the end of KS1 is greater than that of other disadvantaged pupils nationally • The proportion of disadvantaged pupils achieving Age Related Expectations in Writing at the end of KS2 is greater than that of other disadvantaged pupils nationally • The proportion of male disadvantaged pupils achieving Age Related Expectations in Writing at the end of KS1 is greater than that of other disadvantaged pupils nationally • The proportion of male disadvantaged pupils achieving Age Related Expectations in Writing at the end of KS2 is greater than that of other disadvantaged pupils nationally
Staff lead:	A Waring		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Introduction of Jane Consadine 'The Write Stuff' whole school approach to writing • Introduction of Spelling Shed as a whole school approach to Spelling and Grammar • Introduction of Letterjoin as a whole school approach to handwriting • Develop a whole school vocabulary spine for all subjects 	<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"> • Further CPD The Write Stuff • CPD Hooked On Books • SPAG focus for Writing • Literacy Lead release time and CPD • Whole School Vocabulary Spine • Resources to support the English Curriculum • Letter join subscription • 	<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> <p>There are no PPG pupils in the current Year 2 cohort (End of KS1).</p> <p>There is only one PPG pupil in the current Year 6 cohort, who is a female Ukranian refugee who joined the school 6 weeks before the end of the Academic year and was not in the UK during the SATs.</p> <p>Monitoring of the impact of the Jane Consadine Writing approach has revealed that this approach is having a strong impact upon the quality of pupils' writing in terms of structure and vocabulary (due to the strong models provided) although SPAG still remains an area of weakness.</p> <p>Key vocabulary is now a key focus in all Medium Term Planning for all subjects, however, we need to reduce the amount of vocabulary in order to ensure that this is effective.</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 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>Year 2</p>		<p>Year 3</p>	
	<p>Category</p>	<p>Spend</p>	<p>Category</p>	<p>Spend</p>	<p>Category</p>	<p>Spend</p>

	Curriculum Resources (Writing)	£1000.00				
Total		£1000.00		£2000.00		
Actual Expenditure	Year 1		Year 2		Year 3	
	Category	Spend	Category	Spend	Category	
	Ed Shed Subscription	£77.00	Letterjoin subscription	£244.00		
	Letterjoin Subscription	£244.00				
Jane Consadine The Write Stuff CPD	£160.00					
The Write Stuff books and resources	£300.00					
Total		£781.00				
Notes	The benefit of this CPD is more likely to be seen next year.					

Intervention:	Embed a highly coherent and well sequenced, mixed-age curriculum in all subjects which is well resources and supports teacher knowledge		
Category:	Quality of Teaching		
Intended outcomes:	Teaching in all subjects is high quality and all groups pupils make strong progress from relative starting points	Success criteria:	<p>1.1 The curriculum in all subjects is coherently planned and sequenced</p> <p>1.2 Pupils retain knowledge well in all subjects and apply this to wider concepts</p> <p>1.3 Pupils develop detailed knowledge and skills across the curriculum and make strong progress in all subjects</p> <p>1.4 Teachers have good knowledge of the subjects they teach and are confident in all areas of the curriculum</p> <p>1.5 Teachers present subject matter clearly and provide timely feedback which supports strong progress</p> <p>1.6 Teachers use assessment effectively to inform teaching and planning</p> <p>1.7 Teachers have access to and select high quality resources to support teaching in all subjects</p> <p>1.8 Progress in writing is strong for all groups of pupils as a result of consistent and effective English teaching</p> <p>1.9 The proportion of pupils achieving Greater Depth in Writing and Reading at the end of KS1 and KS2 is higher than other schools nationally</p> <p>2.0 The proportion of pupils achieving Greater Depth in Maths at the end of KS1 and KS2 is higher than previous years and higher than that of other schools nationally</p>
Staff lead:	A Richards		
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 and embed Mastering Number Programme EYFS/KS1 • GLOW Math partnership – Work Groups – Ongoing CPD and Action Research for teachers to develop engagement, achievement and enjoyment of Maths (Focus on Fluency and developing Mastery) • Introduce the Hooked On Books whole class Reading approach • Introduce the The Write Stuff whole school approach to writing • Further embed reading for pleasure across the school • Trial the ‘All Aboard Phonics Programme’ in EYFS and KS1 • Develop and embed a Vocabulary Spine for all subjects • To develop a consistent evidence base for computing through the use of staff share (digital records) and a floor book that informs teacher assessment and allows subject leader to monitor progress. • Subject lead to provide coaching/planning support/team teaching to develop Teacher Confidence • Subject lead to audit resource and identify areas for investment • Investment in class set of ipads • PE Subject lead to identify and provide internal and external CPD for teaching staff • Subject Lead CPD and network meetings (Wyre Forest Partnership) • Teacher CPD (Wyre Forest Partnership) • External coaches to provide CPD for Gymnastics/Cricket/Rugby/Football 	<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"> • CPD on pedagogy, retrieval and metacognition • CPD in Geography Field Work and Mapping Skills • Continued work with GLOW Hub for Maths and develop Mastery approaches across the school • Introduce the Hooked on Books approach to Whole Class Reading (including CPD and resources) • Embed The Write Stuff approach to Writing • Develop the Library, Librarians, Reading Sheds and Reading Café Club • Roll out Phonics Shed into KS1 (including staff CPD and resources) • Subject Leader CPD and release time • Investment in resources for all subjects • New PE curriculum (Get Set 4 PE?) £1375 for 3 years • CPD for Subject Leaders re: EYFS curriculum • Further development of EYFS curriculum knowledge organisers 	<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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	<ul style="list-style-type: none">• Launch new curriculum vision, rationale and pathways• Create a Learning Pathway for Music, RE, French• Incorporate new EYFS curriculum into the Learning Pathways (all subjects)• Develop and embed a Vocabulary Spine for all subjects• Source/deliver Geography CPD/Resources• Source/deliver Art CPD/ Resources• Source/deliver DT CPD/Resources• Monitor effective feedback• Monitor planning sequences• Review assessment and tracking of foundation subjects• Introduce and provide CPD in the use of floorbooks for DT		
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>All curriculum subjects are now planned coherently, with clear progression across all year groups in the school.</p> <p>According to monitoring, staff are following these progressions and there is more depth and quality of learning in the non-core subjects compared to previous years. Pupils appear to be retaining knowledge better, but still have some gaps from previous years.</p> <p>Expectations for presentation and applying core skills need to improve in the non- core subjects.</p> <p>Early monitoring of 'The Write Stuff' approach to writing has revealed that pupils are producing much better quality writing due to the quality of modelling. SPAG still remains an area for improvement however.</p> <p>Attainment in phonics and early reading remains a strength of the school generally (Year 2 100%, Year 1 73%) however, there has been a slight dip in the phonics attainment for the Year 1 cohort this year. This is due to the number of SEND in this cohort and also to two pupils who found nerves on the day too much. The new Phonics Shed scheme has been rolled out in Early Years and will be rolled out in Year 1/ 2 in the Autumn Term. This is not yet embedded.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
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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 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		Year 2		Year 3	
	Category	Spend	Category	Spend	Category	Spend
	KAPOW Art and DT Chris Quigley Resources	£350.00 £500.00				
Total	£850.00		£2500.00			
Actual Expenditure	Year 1		Year 2		Year 3	
	Category	Spend	Category	Spend	Category	Spend
	KAPOW Art/DT, Music, PSHE Chris Quigley Geography Chris Quigley History Chris Quigley Science	£625.00 £175.00 £175.00 £150.00				
	Total	£1125.00				
Notes	Budget for additional resources for phonics next year including Year 1 / 2 pack and possibly more books to support the scheme.					

Intervention:	Embed and Establish High Quality Leadership and Provision for pupils with SEND		
Category:	Quality of Teaching		
Intended outcomes:	Progress of pupils who are Disadvantaged and SEND is better than that of other pupils	Success criteria:	<ul style="list-style-type: none"> • Progress in the core subjects for SEND pupils who are also Disadvantaged is at least expected • Progress in the core subjects for SEND pupils who are also Disadvantaged is broadly in line with that of other pupils if not better • SEND/PPG pupils can identify a range of strategies to self-regulate and incidents of de-regulation have decreased compared to the start of the year
Staff lead:	L Lawson		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Coaching of SENCO in the use of assessment systems • Introduction of online systems to monitor and track provision for SEND and PPG pupils (Provision Map) • Develop and embed more effective systems and processes to monitor and report on the effectiveness of SEND pupil progress and achievement (Intervention Folders, Intervention Tracking, ECHP Folders) • Embed SMART targets to address individuals' specific needs and evaluate the progress of learners with SEND in relation to their individual starting points and prior attainment • Develop timetables and monitoring to ensure that the use of withdrawal from normal timetable is effective in ensuring that every 	<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 online systems to monitor and track provision for SEND and PPG pupils (Provision Map) • Embed effective systems and processes to monitor and report on the effectiveness of SEND pupil progress and achievement (Intervention Folders, Intervention Tracking, ECHP Folders) • Embed SMART targets to address individuals' specific needs and evaluate the progress of learners with SEND in relation to their individual starting points and prior attainment • Develop timetables and monitoring to ensure that the use of withdrawal from normal timetable is effective in ensuring that every pupil has equal access to learning across the curriculum 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

	<p>pupil has equal access to learning across the curriculum</p> <ul style="list-style-type: none">• CPD for SENCO including Network Meetings, Conferences, ASD, Dyslexia• Train and establish Trauma Lead• Train and establish Autism Champion• Train and establish Emotional Literacy Support Assistant• Train and establish Play Therapy Lead	<ul style="list-style-type: none">• CPD for SENCO including Network Meetings, Conferences, specific learning needs• Train and establish new Trauma Lead• Train and establish Autism Champion• Establish Play Therapy Lead	
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Light-touch review notes

Annual review notes:

Data for the End of Year is not yet fully available at this review point.

Based upon data up until Spring 2 2022, ALL Disadvantaged pupils (including those with SEND have made at least expected if not better progress) in all three core subjects.

Disadvantaged Progress from Baseline to Spring 2 2022				
	Below	Expected	Better	Combined
Maths	0%	57.14%	42.86%	100%
Writing	0%	100%	0%	100%
Reading	0%	85.71%	14.29%	100%
SEND Progress from Baseline to Spring 2 2022				
	Below	Expected	Better	Combined
Maths	6.67%	60%	33.33%	93%
Writing	13.33%	73.33%	13.33%	87%
Reading	6.67%	86.67%	6.69%	93%

Progress in Maths has been particularly strong this year for Disadvantaged Pupils, whereas progress in Writing remains an area where more pupils could make more rapid progress. Disadvantaged pupils in the school have made better progress than other pupils in the school. Progress for the majority of SEND pupils is at least expected, if not better.

Incidents of de-regulation for SEND pupils were high in the Spring Term, but are now starting to decline.

Annual review notes:

Final review notes:

<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>Year 2</p>		<p>Year 3</p>	
	<p>Category</p>	<p>Spend</p>	<p>Category</p>	<p>Spend</p>	<p>Category</p>	
	<p>CPD Autism Mentor</p>	<p>£738.00</p>				
<p>Total</p>	<p>£738.00</p>		<p>£1500.00</p>			
<p>Actual Expenditure</p>	<p>Year 1</p>		<p>Year 2</p>		<p>Year 3</p>	
	<p>Category</p>	<p>Spend</p>	<p>Category</p>	<p>Spend</p>	<p>Category</p>	
	<p>Provision Map Subscription SEND Network Membership CPD Autism Mentor</p>	<p>£636.00 £150.00 £738.00</p>				
<p>Total</p>	<p>£1524.00</p>					
<p>Notes</p>						

Targeted Support

Intervention:	Targetted and high quality teaching support for pupils in Key Stage 1 to ensure that gaps are closed and pupils make rapid progress		
Category:	Targetted Academic Support		
Intended outcomes:	Outcomes at the end of Key Stage 1 are better than that of other pupils nationally	Success criteria:	<ul style="list-style-type: none"> Disadvantaged pupils are making at least expected progress in the core subjects at the end of KS1 Disadvantaged pupils are achieving at least in line with other pupils nationally in the core subjects at the end of KS1
Staff lead:	A Richards		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> Employment of an additional teacher in Year 1/ 2 4 x mornings a week to teach core subjects Termly Pupil Progress Meetings Tracking of Disadvantaged Pupils' progress and attainment Targeted intervention for pupils identified with gaps 	<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"> Employment of an additional teacher in Year 1/ 2 4 x mornings a week to teach core subjects Termly Pupil Progress Meetings Tracking of Disadvantaged Pupils' progress and attainment Targeted intervention for pupils identified with gaps 	<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:

There are no Pupil Premium pupils in the current Year 2 (End of KS1 cohort).

National data for the end of KS1 results is not yet available and is unlikely to be before the Autumn Term.

However, teacher assessments for our current KS1 cohort compared to other pupils nationally in 2019 show that in Maths we are in line with what pupils achieved in 2019. In Reading and Writing pupils are only just below National Benchmarks from 2019. It is very likely that the National Benchmarks this year will be lower than those of 2019, due to the impact of the COVID Pandemic and that our results will be favourable in comparison. This is due to the investment of the Recovery Premium to provide an additional teacher in Key Stage 1 for the core subjects.

	Expected	National 2019	Greater Depth	National 2019	Expected and above
Maths	79%	76%	21%	22%	100%
Writing	64%	69%	7%	15%	71%
Reading	71%	75%	21%	25%	92%

Annual review notes:

Final review notes:

<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 style="text-align: center;">Year 1</p>		<p style="text-align: center;">Year 2</p>		<p style="text-align: center;">Year 3</p>	
	<p style="text-align: center;">Category</p>	<p style="text-align: center;">Spend</p>	<p style="text-align: center;">Category</p>	<p style="text-align: center;">Spend</p>	<p style="text-align: center;">Category</p>	<p style="text-align: center;">Spend</p>
	<p>Additional KS1 Teacher for core subjects</p>	<p style="text-align: center;">£5000.00</p>				
<p>Total</p>	<p style="text-align: center;">£5000.00</p>		<p style="text-align: center;">£2000.00</p>			
<p>Actual Expenditure</p>	<p style="text-align: center;">Year 1</p>		<p style="text-align: center;">Year 2</p>		<p style="text-align: center;">Year 3</p>	
	<p style="text-align: center;">Category</p>	<p style="text-align: center;">Spend</p>	<p style="text-align: center;">Category</p>	<p style="text-align: center;">Spend</p>	<p style="text-align: center;">Category</p>	<p style="text-align: center;">Spend</p>
	<p>Additional KS1 Teacher for core subjects</p>	<p style="text-align: center;">£4760.00</p>				
<p>Total</p>	<p style="text-align: center;">£4760.00</p>					
<p>Notes</p>	<p>Continue with this support next year, as the Year 1 cohort coming up have a much higher proportion of SEND.</p>					

Intervention:	1:1 Phonics Intervention targeted at pupils in the lowest 20%, disadvantaged pupils and pupils with identified gaps as a result of the pandemic		
Category:	Targeted academic support		
Intended outcomes:	All pupils achieve the expected standard in phonics at the end of KS1	Success criteria:	<ul style="list-style-type: none"> • 100% of pupils achieve the expected standard in Phonics by the end of KS1 • All disadvantaged pupils achieve the expected standard in Phonics by the end of KS1
Staff lead:	A Waring		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Introduction of a Validated Phonics Scheme EYFS (Phonics Shed) with tightly focussed interventions • Termly screening of pupils • Tracking of achievement in Phonics for early identification of pupils in the lowest 20% or falling behind • 1:1 support for identified pupils 	<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"> • Introduction of a Validated Phonics Scheme to KS1 (Phonics Shed) with tightly focussed interventions • Embed Validated Phonics Scheme in EYFS • Provide Phonics CPD for all teaching and support staff • Termly screening of pupils • Establish new assessment systems for tracking phonics in line with new scheme • Tracking of achievement in Phonics for early identification of pupils in the lowest 20% or falling behind • 1:1 support for identified pupils 	<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> <p>The current Year 2 pupils all passed the phonics screening check in the Autumn Term 2021 (this is when the statutory test was moved to by the DFE due to COVID). There are no disadvantaged pupils in this cohort.</p> <p>73% of the current Year 1 cohort passed the Screening check this year. Of these pupils, only 1 is PPG and he passed with a high score of 37. There are 4 SEND pupils in this cohort, 2 of whom have EHCPs, and another is under assessment. 3 of these pupils have achieved the expected standard this year. Generally, disadvantaged and SEND pupils achieve well in phonics.</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 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>Year 2</p>		<p>Year 3</p>	
	<p>Category</p>	<p>Spend</p>	<p>Category</p>	<p>Spend</p>	<p>Category</p>	

	Phonics Validated Scheme	£750.00				
	Phonics Small Group Intervention	£100.00				
Total		£850.00		£650.00		
Actual Expenditure	Year 1		Year 2		Year 3	
	Category	Spend	Category	Spend	Category	
	Phonics Shed Pack and Subscription	£792.00				
	EYFS Phonics 1:1 support	£58.39				
Total		£850.39				
Notes	An additional Phonics Shed pack for KS1 will need to be bought in September and possibly more resources. Thereafter it is an annual subscription of £150.00					

Intervention:	Targeted Small Group and 1:1 Literacy and Numeracy Intervention for pupils identified as disadvantaged or with gaps as a result of the pandemic		
Category:	Targeted Academic Support		
Intended outcomes:	Disadvantaged pupils are achieving as well as their peers if not better	Success criteria:	<ul style="list-style-type: none"> An increased number of disadvantaged pupils are achieving Greater Depth in the core subjects
Staff lead:	A Richards		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> Termly pupil progress meetings Tracking of Disadvantaged Pupils' progress and attainment 1:1 Literacy Intervention 1:1 Maths Intervention School Led Tutoring 	<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"> Termly pupil progress meetings Tracking of Disadvantaged Pupils' progress and attainment 1:1 Literacy Intervention 1:1 Maths Intervention (including identify a successful programme to support this) School Led Tutoring 	<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> <p>At the Spring 2 Assessment point, the proportion of Disadvantaged Pupils achieving at Greater Depth is not as high as other pupils in the school.</p> <table border="1" data-bbox="392 316 945 544"> <thead> <tr> <th></th> <th>GD All Pupils</th> <th>GD Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>18.07%</td> <td>14.29%</td> </tr> <tr> <td>Writing</td> <td>7.23%</td> <td>0%</td> </tr> <tr> <td>Reading</td> <td>20.48%</td> <td>14.29%</td> </tr> </tbody> </table>		GD All Pupils	GD Disadvantaged	Maths	18.07%	14.29%	Writing	7.23%	0%	Reading	20.48%	14.29%	<p>Annual review notes:</p>	<p>Final review notes:</p>
	GD All Pupils	GD Disadvantaged													
Maths	18.07%	14.29%													
Writing	7.23%	0%													
Reading	20.48%	14.29%													
<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>Year 2</p>		<p>Year 3</p>										
	<p>Category</p>	<p>Spend</p>	<p>Category</p>	<p>Spend</p>	<p>Category</p>	<p>Spend</p>									

	Small Group and 1:1 intervention	£1000.00				
Total			£500.00			
Actual Expenditure	Year 1		Year 2		Year 3	
	Category	Spend	Category	Spend	Category	Spend
	Bar Modelling Intervention	£82.68				
	SALT EYFS Intervention	£37.37				
	Elm Precision Teaching	£76.78				
	Pre-teach Maths	£75.16				
	Willow Pre-Teach	£239.60				
	Willow Pre-Teach	£222.48				
School Led tutoring (Writing)	£432.00					
Total	£1166.07					
Notes	The disruption of the pandemic will have impacted upon this target this year, and may also have an impact next year as we close gaps. However, this should still be an ambition for the school.					

Intervention:	Targeted Small Group and 1:1 Emotional and Social Intervention		
Category:	Targeted academic support		
Intended outcomes:	Pupils with Social, Emotional needs are ready to learn	Success criteria:	<ul style="list-style-type: none"> • Pupils report they feel more confident and ready to learn/have reduced anxiety • The number of mental health concerns are reduced for identified pupils
Staff lead:	A Richards		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Play Therapy CPD • Play Therapy Intervention • Lego Therapy Intervention • ELSA CPD to train a member of staff • ELSA Interventions • Social Stories Interventions 	<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"> • Play Therapy CPD • Play Therapy Intervention • Lego Therapy Intervention • Social Stories Interventions • Forest School – CPD for staff, regular sessions for all year groups 	<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> <p>The number of Mental Health and Wellbeing concerns have reduced significantly in the Summer Term compared to earlier in the year. This continues to be a focus for the school to ensure that all pupils are able to access their learning going forward as the pandemic is likely to impact upon this area for some years to come.</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"/> • 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>Year 2</p>		<p>Year 3</p>	
	<p>Category</p>	<p>Spend</p>	<p>Category</p>	<p>Spend</p>	<p>Category</p>	

	Elsa Training	£677.00	Forest School Training (1 member of staff Level 3)	£690.00		
	Play Therapy Training	£127.00				
	Social Emotional Small Group/1:1 intervention	£300.00				
Total		£1104.00		£1000.00		
Actual Expenditure	Year 1		Year 2		Year 3	
	Category	Spend	Category	Spend	Category	
	ELSA Training	£677.00				
	Play Therapy Training	£127.00				
	EYFS Sensory Support	£296.00				
	Social Skills Intervention	£31.14				
	Emotional Resilience Intervention	£12.49				
Total		£1143.63				
Notes	Consider Forest School training and opportunities for all pupils next year, as research shows that outdoor learning has positive benefits for pupils who have experienced trauma.					

Wider Strategies

Intervention:	Develop and embed a Whole School Approach to Mental Health and Wellbeing		
Category:	Wider Strategies		
Intended outcomes:	Pupils emotional wellbeing is good	Success criteria:	<p>Pupils resilience and wellbeing surveys evidence that pupils are feeling mentally well, happy and safe</p> <p>The number of Mental Health concerns are low</p> <p>Relationships are strong across the school between pupils and adults</p> <p>Pupils understand the importance of Mental Health and Wellbeing and can identify strategies to support this</p>
Staff lead:	A Richards/N Hothi		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Introduce and embed new PSHE/RSE curriculum (KAPOW)</p> <p>Wellbeing Lead</p> <p>Elect Wellbeing Champions and provide CPD/Arrange meetings</p> <p>Wellbeing Wednesday Assemblies</p> <p>Whole School Assemblies in line with PSHE Curriculum</p> <p>Whole School Wellbeing Day</p> <p>Designated Senior Mental Health Lead Training</p> <p>Establish clear systems for reporting mental health concerns</p> <p>Develop webpage with Mental Health resources and signposting</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Embed new PSHE/RSE curriculum (KAPOW)</p> <p>Wellbeing Lead</p> <p>Elect Wellbeing Champions and provide CPD/Arrange meetings</p> <p>Wellbeing Wednesday Assemblies/Forest School</p> <p>Whole School Assemblies in line with PSHE Curriculum</p> <p>Whole School Wellbeing Day</p> <p>Designated Senior Mental Health Lead Training and Network Meetings</p> <p>Continue to develop webpage with Mental Health resources and signposting</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> <p>Mental health concerns have settled considerably since the start of the year.</p> <p>One pupil has now been seen by CAHMS for an initial assessment and we await the outcome of this</p> <p>A second pupil is still awaiting a CAHMS appointment despite the referral being submitted September. This is being chased by the family social worker.</p> <p>School has limited capacity to provide mental health support (we have one member of staff ELSA trained but she only has one afternoon to support. She is also leaving the school at the end of this academic year).</p> <p>In a Pupil Survey carried out in March 2022, 82% of pupils said they enjoyed being in school, the vast majority felt safe (97%) and the vast majority of pupils felt the school encourages them to look after their mental health.</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 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>Year 2</p>		<p>Year 3</p>
	<p>Category</p>	<p>Spend</p>	<p>Category</p>	<p>Spend</p>	<p>Category</p>

	Designated Senior Mental Health Lead Training	£500.00			
Total	£500.00		£0.00		
Actual Expenditure	Year 1		Year 2		Year 3
	Category	Spend	Category	Spend	Category
	Designated Senior Mental Health Lead Training	Funded			
Total	£00.00				
Notes	All funded or funds raised by the school				

Intervention:	Financial Assistance and Support for Trips and Immersive Experiences		
Category:	Wider Strategies		
Intended outcomes:	Disadvantaged pupils access the same enrichment opportunities and experiences as their peers	Success criteria:	Disadvantaged pupils report being enthused about their learning Disadvantaged pupils can articulate their aspirations
Staff lead:	A Richards		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Identify pupils in need of additional financial assistance</p> <p>Provide financial assistance for pupils in need</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Identify pupils in need of additional financial assistance</p> <p>Provide financial assistance for pupils in need</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> <p>Funding has been used to support:</p> <p>Two pupils who were made homeless this year</p> <p>Two Ukranian Refugees to allow them to access enrichment activities and trips</p> <p>One pupil to support with individual music tuition</p> <p>Discounted trips for PPG pupils</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 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 style="text-align: center;">Year 1</p>		<p style="text-align: center;">Year 2</p>		<p style="text-align: center;">Year 3</p>	
	<p style="text-align: center;">Category</p>	<p style="text-align: center;">Spend</p>	<p style="text-align: center;">Category</p>	<p style="text-align: center;">Spend</p>	<p style="text-align: center;">Category</p>	

	Music Tuition funded for one pupil Discounted trips for PPG pupils	£420.00				
Total		£420.00		£300.00		
Actual Expenditure	Year 1		Year 2		Year 3	
	Category	Spend	Category	Spend	Category	
	Support for Ukranian Refugees with uniform, school meals, equipment and resources Music Tuition funded for one pupil Discounted trips for PPG pupils	£420.00				
Total		420.00				
Notes						