

# Harleston CofE Primary Academy Pupil premium strategy statement: 2020 -2023

## School overview

Metric	Data
School name	Harleston CE Primary Academy
Pupils in school	453
Proportion of disadvantaged pupils	99 = 22%
Pupil premium allocation this academic year	£135 155
Academic year or years covered by statement	2020 - 2023
Publish date	October 2020
Review date	October 2021
Statement authorised by	Ms H Holgate
Pupil premium lead	Mr L Richardson
Governor lead	Mr Adrian Simpson

## Our Philosophy

Our school philosophy, as reflected in our school values statement, is for every child, regardless of their personal circumstances, to flourish and grow academically, socially and emotionally within a culture of high expectation, challenge and support. All members of the school community are expected to work together to make a difference. Through high quality teaching and a curriculum that is challenging, enjoyable and knowledge rich, we aim to improve the outcomes for our disadvantaged children.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending upon the barriers to learning being addressed and therefore we allocate funding based upon evidence informed research to make decisions on the best approaches for all of our children.

The 'Pupil Premium', along with all forms of school funding are carefully managed to enable us to offer more personalised support for children in a range of ways and supports us in achieving our philosophy and vision.

### Rationale

The focus on a knowledge rich curriculum is as a response to the growing body of evidence about the importance of knowledge and the building of long term memory, but also as a response to the needs of our children. A compelling argument for the focus on knowledge (as well as skills and 'authentic experience') concerns diminishing the negative effects of disadvantage.

*The argument is as follows:*

- *Children with privilege tend to have greater access to cultural and 'educational' experiences.*
- *This privilege leads to a greater knowledge about the world than their disadvantaged peers.*
- *This knowledge also comes with a wider, richer vocabulary.*
- *With the limitations of school's time and budget, it is not possible to compensate for all of*

*the gaps in experience - schools can't take all children on holiday to visit the Great*

*Pyramids of Giza to learn about history. Although school trips remain a valuable enrichment opportunity, they can't realistically be the primary driver for helping children learn about the world and its culture.*

- *A way to tackle this disadvantage is to deal directly with the disparity in the knowledge between the privileged and the disadvantaged.*
- *By making knowledge the focus for teaching, we aim to diminish the difference created by privilege.*

This approach to the teaching of knowledge is shown in the progressive subject knowledge expectations within each subject and the creation of Knowledge Organisers which we are beginning to develop in order to support pupil's acquisition and retention of core knowledge.

## Our Priorities

Setting priorities is key to making the most effective use of the PPG. Our priorities are as follows:

- ❑ Ensuring that all students have access to High Quality Teaching and Learning in every lesson;
- ❑ Closing the attainment gap between disadvantaged children and their peers
- ❑ Providing targeted academic support for children who are not making the expected progress
- ❑ Providing targeted intervention to challenge non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences / trauma
- ❑ Ensuring that economic support is in place for the children and their families

## Barriers to future attainment

Academic barriers to attainment	Non-Academic barriers to attainment
Low levels of literacy	Low attendance
Low levels of numeracy	Poor behaviour
Low levels of oracy	Lack of parental engagement and skills to be able to support children in their learning
Poor language and communication	Arriving at school hungry / tired and not ready to learn
Social, emotional and mental health needs	Lack of focus and confidence due to poor mental health and wellbeing
Lack of school readiness	Poor social skills and conflict resolution skills; lack of emotional literacy
	Low parental aspirations
	Rural isolation / lack of services
	Adverse childhood experiences, such as: <ul style="list-style-type: none"> <li>● domestic violence</li> <li>● parental abandonment through separation or divorce</li> </ul>



	<ul style="list-style-type: none"> <li>● a parent with a mental health condition</li> <li>● Being the victim of abuse (physical, sexual and / or emotional)</li> <li>● being the victim of neglect (physical and emotional)</li> <li>● a member of the household being in prison</li> <li>● growing up in a household in which there are adults experiencing alcohol and / or drug use problems</li> </ul>
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## Implementation

In line with the EEF's (Education Endowment Fund's) Guide to Implementation, we select a small number of priorities, endeavouring to achieve a higher success rate in meeting the needs of our children.

We will:

### Explore:

- Specify an area of focus for improvement that is amenable to change;
- Determine a programme of activity based on existing evidence of what has - and hasn't - worked before;
- Examine the fit and feasibility of possible interventions for the school context.

### Prepare:

- Develop and clear, logical and well-specified plan;
- Assess the readiness of the school to deliver the plan;
- Make practical preparations for the plan to be delivered.

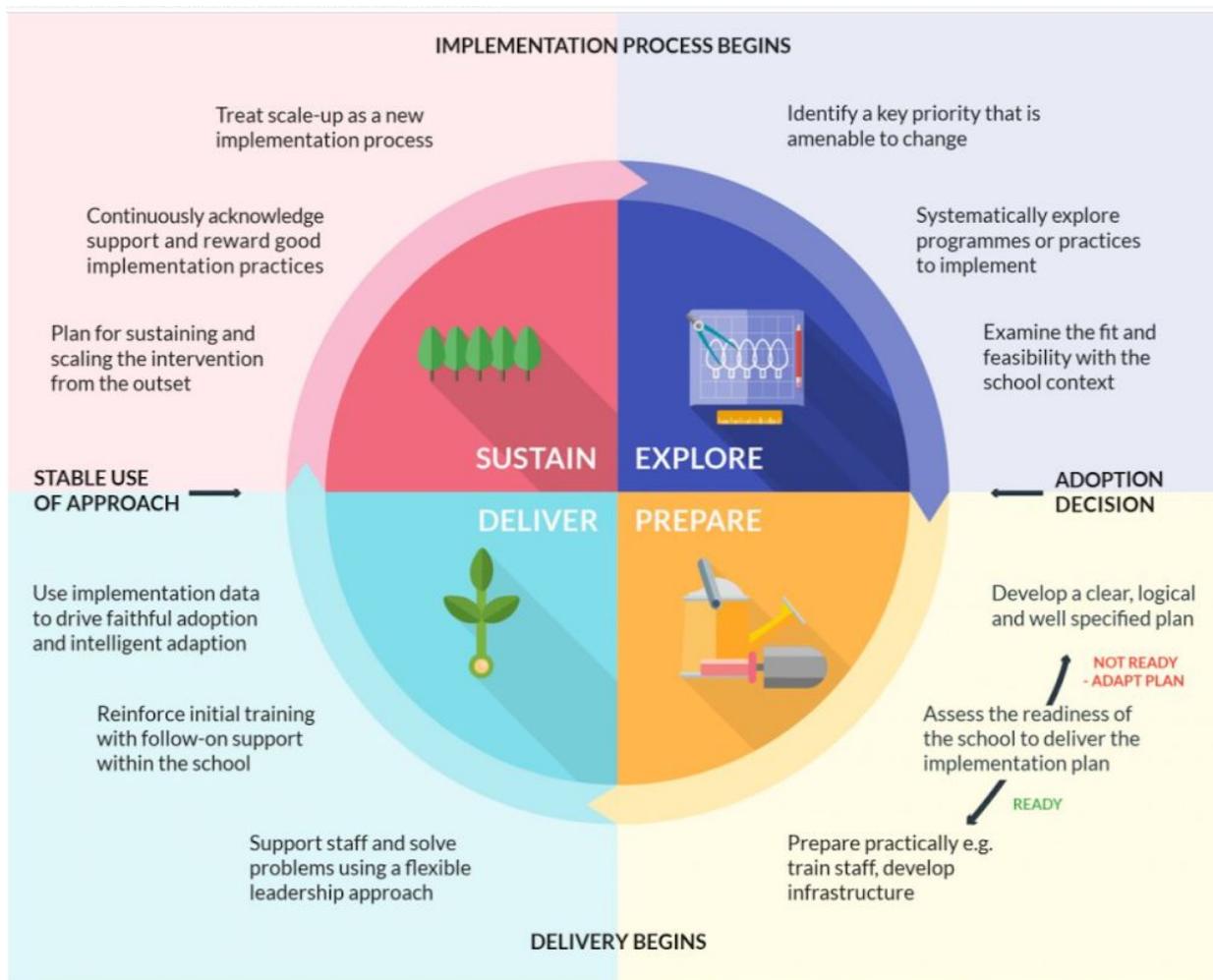
### Deliver:

- Support staff and solve any problems using a flexible leadership approach;
- Reinforce initial training with follow-on support;
- Use data to review the delivery and inform next steps.

### Sustain:

- Ensure it remains fit-for-purpose;
- Continually acknowledge, support and reward good implementation practices;
- Treat scale-up as a new implementation process.





(Education Endowment Fund Foundations for implementation)

## A tiered approach

We endeavour to make appropriate provision for children who belong to vulnerable groups which includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.

In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.

We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. The Pupil Premium Grant can therefore be allocated to support any child or groups of children the school identifies as being socially disadvantaged.

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

### Tier 1: High Quality Teaching and Learning

- ❑ Reading: An increase in comprehension levels for children by the end of KS2 and marked improvements throughout the school.
- ❑ Phonics: An increase in phonic scores for disadvantaged children by the end of KS1.
- ❑ Writing: An increase in children making progress and attaining expected standards by the end of Key Stage 2.



- ❑ Curriculum and Assessment: Pixl assessment introduced and teachers use these wisely to help children embed and use knowledge more confidently.
- ❑ An evidence informed Continued Professional Development programme of support which develops teachers' subject knowledge and pedagogical content knowledge.

### **Tier 2: Targeted academic support**

- ❑ Structured interventions: A variety of literacy, numeracy, memory, motor skills, language interventions put in place to help enable children to access the full curriculum: (small group tuition, including targeted group work in reading, writing and maths; one to one support; additional teaching and learning opportunities using additional adult support; creation of a more personalised curriculum).

### **Tier 3: Going the extra mile**

- ❑ Targeted pastoral interventions including school Christian Pastoral Worker and Pastoral Teaching Assistant (non-teaching members of staff) delivering 1:1 and small group support to help children resolve conflict, develop social & emotional skills, and manage their emotions and behaviour more effectively. These members of staff will also work closely with children and families through Family Support meetings & liaison with external agencies.
- ❑ Support from Pets As Therapy, therapy dog.
- ❑ Forest Skills programme delivered by external provider 'Grow Outdoors'.
- ❑ A full and varied programme of additional educational experiences, such as school visits and extra-curricular clubs.
- ❑ Ensuring that families are supported financially with educational provision materials (e.g. school uniform, additional learning materials) including the use of the Forces PPG.

## **Our review Process**

Reviewing, introducing and implementing a pupil premium plan every year could be deemed as time-costly and ineffective. Through a 3 year approach, with interim reviews, we are able to maintain a long-term vision whilst evaluating impact and making necessary changes as appropriate.

During an interim, annual review, the success of each intervention is evaluated, based on evidence gathered. From this we will determine the most effective approach moving forwards - adapting, extending or ceasing the intervention as required.

The progress and attainment of children in receipt of the PPG is scrutinised by class teachers, Phase Leaders and SLT across all year groups aligned to our assessment calendar.

*"Ultimately it does not matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day to day work of p[er]ople in schools."* (EEF, 2018)

The cycle of implementation is therefore ongoing and developed in light of the lessons learned and with regard to any new guidance and evidence of best practice that becomes available. The Headteacher and Deputy Headteacher are responsible for ensuring that 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 academy 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 academy publishes its strategy for using the pupil premium on the school website.

### Disadvantaged pupil progress scores for academic year 2018/19

(2019/20 formal assessment was disrupted due to the coronavirus pandemic from March 2020 onwards)

	2019	2019
	PP	All
EYFS - GLD (%)	64	75
Year 1 Phonics (% at expected)	67	76
Key Stage 1 Reading - % Expected Standard +	33	71
Key Stage 1 Writing - % Expected Standard +	33	68
Key Stage 1 Maths - % Expected Standard +	56	75
Key Stage 1 RWM combined - % Expected Standard +	22	64
Key Stage 2 Reading attainment - % Expected Standard +	50	63
Key Stage 2 Writing attainment - % Expected Standard +	43	64
Key Stage 2 Maths attainment - % Expected Standard +	71	79
Key Stage 2 Reading progress	-1.7	0.4
Key Stage 2 Writing progress	-4.3	-0.7
Key Stage 2 Maths progress	0.9	1.6



## Our Funding

Summary of funding 2020 - 21 (Year 1)					
<b>Total number of pupils</b>	453	<b>Number of students eligible for PPG</b>	99 (22%)	<b>Indicative PPG as advised in school budget statement</b>	£133 155
Funding estimate 2021 - 22 (Year 2)					
<b>Estimated pupil numbers</b>					
<b>Estimated number of pupils eligible for PPG</b>	100 Numbers have remained stable over time				
<b>Estimated funding</b>	£133 155				
Funding estimate 2022 - 23 (Year 3)					
<b>Estimated pupil numbers</b>					
<b>Estimated number of pupils eligible for PPG</b>	100 Numbers have remained stable over time				
<b>Estimated funding</b>	£133 155				

### Strategy aims for disadvantaged pupils

Aim	Target	Target date
Increased reading comprehension attainment / progress by end of KS2	See detailed plans	July 2021
Increased number of pupils achieving expected phonics scores by end of Year 1	See detailed plans	July 2021
Increased number of pupils achieving expected writing standards by end of KS2	See detailed plans	July 2021
Continue to provide an equitable, broad and balanced curriculum	See detailed plans	Ongoing throughout the year



that serves to support and challenge all groups of learners, irrespective of starting point		
Ensure that children's pastoral needs are met through provision of essential resources, extended provision and pastoral support work.	See detailed plans	Ongoing throughout the year

## Intervention Planning 2020 - 21

<b>Priority: 1</b>	<b>Reading:</b> <input type="checkbox"/> Increased reading comprehension attainment / progress by end of KS2	<b>Tier Category: 1</b>	High Quality teaching and Learning
<b>Intended Outcomes</b>	<input type="checkbox"/> Increased percentage of children meeting ARE. <input type="checkbox"/> Increased progress in Reading at end of KS2.	<b>Success Criteria</b>	<input type="checkbox"/> Improved outcomes for disadvantaged children. <input type="checkbox"/> Reduction in the difference in attainment and progress between disadvantaged and non-disadvantaged pupils by the end of KS2
<b>Implementation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<b>How we will implement this intervention in Year 1:</b>	<b>How we will implement this intervention in Year 2 (in light of the year 1 annual review):</b>	<b>How we will implement this intervention in Year 3 (in light of the year 2 annual review):</b>
<b>Interim Review notes</b>	<input type="checkbox"/> Review current reading provision. <input type="checkbox"/> Analysis of data to identify pupils who require targeted intervention. <input type="checkbox"/> Introduction of explicit teaching of reading skills through Destination Reader scheme in KS2. <input type="checkbox"/> English subject leader to receive Destination Reader training. <input type="checkbox"/> KS2 teachers to receive training in order to deliver reading provision. <input type="checkbox"/> Destination Reader to be used in KS2 from January 2021. <input type="checkbox"/> Provision of materials to support Destination Reader programme.		
<b>Interim review overall assessment</b>	The intervention is performing: <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations	The intervention is performing: <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations	The intervention is performing: <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations



<b>Anticipated expenditure</b>	Year 1: £10 000	Year 2: £ Is expenditure anticipated to: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same	Year 3: £ Is expenditure anticipated to: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same
<b>Actual expenditure</b>	Year 1: £	Year 2: £ Did expenditure: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same	Year 3: £ Did expenditure: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same

<b>Priority: 2</b>	<b>Phonics:</b> <input type="checkbox"/> An increased number of pupils achieve the expected standard in phonics by the end of Year 1	<b>Tier Category: 1 and 2</b>	High Quality teaching and Learning Targeted academic support
<b>Intended Outcomes</b>	<input type="checkbox"/> Improved phonic scores.	<b>Success Criteria</b>	<input type="checkbox"/> Improved outcomes for disadvantaged children. <input type="checkbox"/> Reduction in the difference in attainment and progress between disadvantaged and non-disadvantaged pupils by the end of Year 1
<b>Implementation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<b>How we will implement this intervention in Year 1:</b> <input type="checkbox"/> Adults in class to deliver the phonics scheme effectively. <input type="checkbox"/> Additional phonic interventions in Y1. <input type="checkbox"/> Purchase of new phonic books.	<b>How we will implement this intervention in Year 2 (in light of the year 1 annual review):</b>	<b>How we will implement this intervention in Year 3 (in light of the year 2 annual review):</b>
<b>Interim Review notes</b>	<input type="checkbox"/> Review		
<b>Interim review overall assessment</b>	The intervention is performing: <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations	The intervention is performing: <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations	The intervention is performing: <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations
<b>Anticipated expenditure</b>	Year 1: £5 000	Year 2: £ Is expenditure anticipated to: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same	Year 3: £ Is expenditure anticipated to: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same
<b>Actual expenditure</b>	<input type="checkbox"/> Year 1: £	Year 2: £ Did expenditure: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same	Year 3: £ Did expenditure: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same



<b>Priority: 3</b>	<b>Writing:</b> <input type="checkbox"/> Increased writing and maths attainment / progress by end of KS2	<b>Tier Category: 1</b>	High Quality teaching and Learning
<b>Intended Outcomes</b>	<input type="checkbox"/> Increased percentage of children meeting ARE. <input type="checkbox"/> Increased progress in writing at the end of KS2.	<b>Success Criteria</b>	<input type="checkbox"/> Improved outcomes for disadvantaged children. <input type="checkbox"/> Reduction in the difference in attainment and progress between disadvantaged and non-disadvantaged pupils by the end of KS2
<b>Implementation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<b>How we will implement this intervention in Year 1:</b> <input type="checkbox"/> Further implementation and consolidation of Talk for Writing approach within school. <input type="checkbox"/> Up to date training for Subject Leader <input type="checkbox"/> Further Talk for Writing training for teaching staff. <input type="checkbox"/> Focused reviews of progress through moderation	<b>How we will implement this intervention in Year 2 (in light of the year 1 annual review):</b>	<b>How we will implement this intervention in Year 3 (in light of the year 2 annual review):</b>
<b>Interim Review notes</b>	<input type="checkbox"/> Review		
<b>Interim review overall assessment</b>	The intervention is performing: <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations	The intervention is performing: <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations	The intervention is performing: <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations
<b>Anticipated expenditure</b>	Year 1: £1 000	Year 2: £ Is expenditure anticipated to: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/>	Year 3: £ Is expenditure anticipated to: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same
<b>Actual expenditure</b>	<input type="checkbox"/> Year 1: £	Year 2: £ Did expenditure: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same	Year 3: £ Did expenditure: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same



<b>Priority: 4</b>	<b>Curriculum:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum and Assessment: Introduce and embed formative and summative assessments.</li> <li><input type="checkbox"/> Ensure teachers use these wisely to help pupils embed and use knowledge.</li> </ul>	<b>Tier Category: 1</b>	High Quality teaching and Learning
<b>Intended Outcomes</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Improve the quality of assessment and curriculum implementation</li> </ul>	<b>Success Criteria</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Improved outcomes of disadvantaged pupils.</li> <li><input type="checkbox"/> Reduction in the difference in attainment and progress between disadvantaged and non-disadvantaged pupils at the end of KS2.</li> </ul>
<b>Implementation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<b>How we will implement this intervention in Year 1:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> New Pixl Assessment system introduced Y2 - Y6.</li> <li><input type="checkbox"/> Appropriate therapies from assessment to be implemented.</li> <li><input type="checkbox"/> Pixl Lead to be trained and information disseminated to staff.</li> </ul>	<b>How we will implement this intervention in Year 2 (in light of the year 1 annual review):</b>	<b>How we will implement this intervention in Year 3 (in light of the year 2 annual review):</b>
<b>Interim Review notes</b>			
<b>Interim review overall assessment</b>	The intervention is performing: <ul style="list-style-type: none"> <li><input type="checkbox"/> Far above expectations</li> <li><input type="checkbox"/> Above expectations</li> <li><input type="checkbox"/> As expected</li> <li><input type="checkbox"/> Below expectations</li> <li><input type="checkbox"/> Far below expectations</li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li><input type="checkbox"/> Far above expectations</li> <li><input type="checkbox"/> Above expectations</li> <li><input type="checkbox"/> As expected</li> <li><input type="checkbox"/> Below expectations</li> <li><input type="checkbox"/> Far below expectations</li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li><input type="checkbox"/> Far above expectations</li> <li><input type="checkbox"/> Above expectations</li> <li><input type="checkbox"/> As expected</li> <li><input type="checkbox"/> Below expectations</li> <li><input type="checkbox"/> Far below expectations</li> </ul>
<b>Anticipated expenditure</b>	Year 1: £5 000	Year 2: £ Is expenditure anticipated to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase</li> <li><input type="checkbox"/> Decrease</li> <li><input type="checkbox"/> Stay the same</li> </ul>	Year 3: £ Is expenditure anticipated to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase</li> <li><input type="checkbox"/> Decrease</li> <li><input type="checkbox"/> Stay the same</li> </ul>
<b>Actual expenditure</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Year 1: £</li> </ul>	Year 2: £ Did expenditure: <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase</li> <li><input type="checkbox"/> Decrease</li> <li><input type="checkbox"/> Stay the same</li> </ul>	Year 3: £ Did expenditure: <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase</li> <li><input type="checkbox"/> Decrease</li> <li><input type="checkbox"/> Stay the same</li> </ul>



<b>Priority: 5</b>	<b>Structured interventions:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> A variety of interventions which enable children to access the full curriculum offer: nurture support; small group tuition; one-to-one support.</li> </ul>	<b>Tier Category: 2</b>	Targeted academic support
<b>Intended Outcomes</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Increased percentage of children by the end of KS2</li> </ul>	<b>Success Criteria</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Improved outcomes for disadvantaged children. Reduction in the difference in attainment between disadvantaged and non-disadvantaged pupils by the end of KS2.</li> <li><input type="checkbox"/> Improvements in social, emotional and mental health, allowing pupils to access the full curriculum.</li> </ul>
<b>Implementation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<b>How we will implement this intervention in Year 1:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provision of adult support to work with children within class</li> <li><input type="checkbox"/> Additional interventions for pupils who are not meeting ARE</li> <li><input type="checkbox"/> 1:1 reading sessions</li> <li><input type="checkbox"/> Pixl Therapies</li> <li><input type="checkbox"/> Sound Discovery phonic intervention</li> <li><input type="checkbox"/> Talk Boost</li> <li><input type="checkbox"/> Maths intervention groups</li> <li><input type="checkbox"/> Nurture provision</li> </ul>	<b>How we will implement this intervention in Year 2 (in light of the year 1 annual review):</b>	<b>How we will implement this intervention in Year 3 (in light of the year 2 annual review):</b>
<b>Interim Review notes</b>			
<b>Interim review overall assessment</b>	The intervention is performing: <ul style="list-style-type: none"> <li><input type="checkbox"/> Far above expectations</li> <li><input type="checkbox"/> Above expectations</li> <li><input type="checkbox"/> As expected</li> <li><input type="checkbox"/> Below expectations</li> <li><input type="checkbox"/> Far below expectations</li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li><input type="checkbox"/> Far above expectations</li> <li><input type="checkbox"/> Above expectations</li> <li><input type="checkbox"/> As expected</li> <li><input type="checkbox"/> Below expectations</li> <li><input type="checkbox"/> Far below expectations</li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li><input type="checkbox"/> Far above expectations</li> <li><input type="checkbox"/> Above expectations</li> <li><input type="checkbox"/> As expected</li> <li><input type="checkbox"/> Below expectations</li> <li><input type="checkbox"/> Far below expectations</li> </ul>
<b>Anticipated expenditure</b>	Year 1: £53 800	Year 2: £ Is expenditure anticipated to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase</li> <li><input type="checkbox"/> Decrease</li> <li><input type="checkbox"/> Stay the same</li> </ul>	Year 3: £ Is expenditure anticipated to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase</li> <li><input type="checkbox"/> Decrease</li> <li><input type="checkbox"/> Stay the same</li> </ul>
<b>Actual expenditure</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Year 1: £</li> </ul>	Year 2: £ Did expenditure: <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase</li> <li><input type="checkbox"/> Decrease</li> <li><input type="checkbox"/> Stay the same</li> </ul>	Year 3: £ Did expenditure: <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase</li> <li><input type="checkbox"/> Decrease</li> <li><input type="checkbox"/> Stay the same</li> </ul>



<b>Priority: 6</b>	<b>Pastoral:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Improved social, emotional, mental health for pupils.</li> <li><input type="checkbox"/> Improved opportunity and engagement.</li> </ul>	<b>Tier Category</b>	Going the extra-mile
<b>Intended Outcomes</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Improved level of engagement in the curriculum.</li> <li><input type="checkbox"/> Improved attendance levels.</li> <li><input type="checkbox"/> To provide pupils/families with appropriate financial support (e.g. subsidising uniform, school visits, and providing equipment to support their well-being and access to the curriculum)</li> <li><input type="checkbox"/> Disadvantaged pupils have opportunities to participate in school visits, giving them greater social, sporting and cultural experiences and improving their knowledge and understanding of the world.</li> </ul>	<b>Success Criteria</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pupils mental health and self esteem improves.</li> <li><input type="checkbox"/> All disadvantaged children will have opportunities to participate in school trips / clubs (where requested)</li> </ul>
<b>Implementation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<b>How we will implement this intervention in Year 1:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Support from Christian Pastoral Support Worker and pastoral TA.</li> <li><input type="checkbox"/> Forest schools sessions led by Grow Outdoors.</li> <li><input type="checkbox"/> If parents of FSM children are unable to pay for trips in school, their places will be subsidised to enable attendance, including residential visits.</li> <li><input type="checkbox"/> Music tuition</li> <li><input type="checkbox"/> Pets As Therapy.</li> </ul>	<b>How we will implement this intervention in Year 2 (in light of the year 1 annual review):</b>	<b>How we will implement this intervention in Year 3 (in light of the year 2 annual review):</b>
<b>Interim Review notes</b>			
<b>Interim review overall assessment</b>	The intervention is performing: <ul style="list-style-type: none"> <li><input type="checkbox"/> Far above expectations</li> <li><input type="checkbox"/> Above expectations</li> <li><input type="checkbox"/> As expected</li> <li><input type="checkbox"/> Below expectations</li> <li><input type="checkbox"/> Far below expectations</li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li><input type="checkbox"/> Far above expectations</li> <li><input type="checkbox"/> Above expectations</li> <li><input type="checkbox"/> As expected</li> <li><input type="checkbox"/> Below expectations</li> <li><input type="checkbox"/> Far below expectations</li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li><input type="checkbox"/> Far above expectations</li> <li><input type="checkbox"/> Above expectations</li> <li><input type="checkbox"/> As expected</li> <li><input type="checkbox"/> Below expectations</li> <li><input type="checkbox"/> Far below expectations</li> </ul>
<b>Anticipated expenditure</b>	Year 1: £10 000	Year 2: £ Is expenditure anticipated to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase</li> <li><input type="checkbox"/> Decrease</li> </ul>	Year 3: £ Is expenditure anticipated to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Increase</li> <li><input type="checkbox"/> Decrease</li> </ul>



		<input type="checkbox"/> Stay the same	<input type="checkbox"/> Stay the same
<b>Actual expenditure</b>	<input type="checkbox"/> Year 1: £	Year 2: £ Did expenditure: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same	Year 3: £ Did expenditure: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same

<b>Priority 7</b>	<b>Pastoral:</b> <input type="checkbox"/> Ensuring children are ready to learn. <input type="checkbox"/> Targeted pastoral intervention to support pupils with social, emotional, mental well-being and to help children resolve conflict and manage their feelings and behaviour better. <input type="checkbox"/> Targeted support for vulnerable families	<b>Tier Category: 3</b>	Going the extra-mile
<b>Intended Outcomes</b>	<input type="checkbox"/> To enable children to resolve conflict and manage their behaviour better. <input type="checkbox"/> To enable pupils to improve their social and emotional wellbeing so that they can access a full curriculum. <input type="checkbox"/> For behaviour and attendance of disadvantaged children to improve and reach levels of national non-disadvantaged children.	<b>Success Criteria</b>	<input type="checkbox"/> For all disadvantaged children to want to come to school, feel safe and supported in school and develop self-confidence, resilience and improved self-esteem. <input type="checkbox"/> There is a reduction in behaviour incidents with disadvantaged children
<b>Implementation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<b>How we will implement this intervention in Year 1:</b> <input type="checkbox"/> Full time Christian Pastoral Worker and Pastoral TA to deliver pastoral support both within small groups and 1:1. <input type="checkbox"/> DSL team. <input type="checkbox"/> Pastoral team supporting families through FSP, etc. <input type="checkbox"/> Pets As Therapy. <input type="checkbox"/> Training for the pastoral team.	<b>How we will implement this intervention in Year 2 (in light of the year 1 annual review):</b>	<b>How we will implement this intervention in Year 3 (in light of the year 2 annual review):</b>
<b>Interim Review notes</b>			
<b>Interim review overall assessment</b>	The intervention is performing: <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations	The intervention is performing: <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations	The intervention is performing: <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations



<b>Anticipated expenditure</b>	Year 1: £40 000	Year 2: £ Is expenditure anticipated to: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same	Year 3: £ Is expenditure anticipated to: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same
<b>Actual expenditure</b>	Year 1: £	Year 2: £ Did expenditure: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same	Year 3: £ Did expenditure: <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same

## Review of last year's aims and outcomes

\*The review of the 2019 - 20 outcomes are available on the school website. Provision for PP and All children was disrupted by the school closures and impact of Coronavirus. No formal end of KS2 results are available.

