



Bishop Lonsdale Church of England Primary School and Nursery

Our funding

Funding summary: Year 1					
Total number of pupils	209	PPG received per pupil	65x£1320 2x£2300	Indicative PPG as advised in School Budget Statement	£ £ 89,442
		Number of pupils eligible for PPG	67	Actual PPG budget	£ £ 89,442
Funding estimate: Year 2					
Estimated pupil numbers	210				
Estimated number of pupils eligible for PPG	65				
Estimated funding	65 x £1320 1x£2300 £ 87,692				
Funding estimate: Year 3					
Estimated pupil numbers	212				
Estimated number of pupils eligible for PPG	66 x £1320				
Estimated funding	£ £ 87,670				

Intervention planning in full

Intervention:	Training for all teachers on Talk for Writing		
Category:	Quality of teaching		
Intended outcomes:	Improve the quality of writing across school	Success criteria:	Greater number of children at age related expectations from EYFS to Y6
Staff lead:	English Lead and SLT		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>All teachers to attend INSET day on Talk for Writing in September. Staff meeting will follow to decide on what can be implemented at once and what will need further input from external trainers.</p> <p>Staff meeting to review impact of T4W.</p> <p>English lead to monitor implementation and delivery through learning walks, work scrutiny and feedback from staff.</p> <p>Teaching guides bought and books for recommended reading spines for each year group.</p>	<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>[</p>

Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
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	£2000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
	Total anticipated expenditure:	£				
			Year 2	£	Year 3	£
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:	£
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Intervention:	All staff to highlight dedicated time given to Pupil Premium children working in groups during English and Maths on their timetables.		
Category:	Quality of teaching		
Intended outcomes:	Raise attainment of all pupils across school	Success criteria:	Greater number of children at age related expectations across school
Staff lead:	Pupil Premium Champion		
Implementation	Year 1	Year 2	Year 3
	<p>Research from Department for Education (DfE) and from Education Endowment Foundation (EEF) clearly shows that quality first teaching is the most powerful tool for ensuring at least good progress and attainment. By highlighting the Pupil Premium children the Teachers and Teaching Assistants are working with in group time, it will be easier to monitor the time given to these children. As all staff know who their Pupil Premium children are, they will be able to ensure all children of all abilities are getting the input they need.</p> <p>Following the research of effective use of teaching assistants by the EEF, TAs have undergone CPD with external trainer in looking at Workplace Behaviours. This has resulted in more in depth performance management for TAs with each of them having a target related to ensuring a group of children in their care make at least good progress. Re-organisation of TAs across the year groups ensures all classes have TA support every morning and some additional support in the afternoons. Strengths of TAs have been identified and they are deploy accordingly.</p>	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):

Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
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	£48,072	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	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"/>
			Year 2	£	Year 3	£
	Total actual expenditure:	£				

Intervention:	Implementation of Power Maths across the school		
Category:	Quality of teaching		
Intended outcomes:	Raise progress and attainment in maths	Success criteria:	Greater number of children at age related expectations in maths
Staff lead:	Maths lead and Head of School		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>EEF Toolkit explains how mastery of a subject can lead to greater progress over the school year than traditional approaches. Attainment at the end of Y6 has improved each year, especially for Pupil Premium children. Results at schools where the methodology has been put in place is usually at least in line with the national average or above.</p> <p>Following on from working with the East Midlands Maths Hub, Power Maths was bought for the whole school. This will provide staff with quality resources and ease planning workload, allowing teachers more time to concentrate on teaching the lesson content.</p> <p>Staff training will be given as twilights.</p> <p>Maths lead will carry out learning walks and work scrutinies to assess the impact of the resource.</p>	<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>
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes: [

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£5,700	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	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"/>
			Year 2	£	Year 3	£
	Total actual expenditure:	£				

Intervention:	Experienced teaching assistant to work in EYFS		
Category:	Quality of teaching		
Intended outcomes:	Improve listening and speaking skills in EYFS	Success criteria:	GLD for speaking and listening at least in line with National.
Staff lead:	EYFS lead		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Baseline data taken when children enter Nursery have shown many children needing additional support in speaking and listening. Additional TA in EY Unit will ensure at least good progress is made by the children.</p> <p>Pupil Premium children will be grouped for story time, allowing them the opportunity to hear more structured language, discuss the books and improve concentration as well as having regular nursery rhymes with Phase 1 phonics..</p>	<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>
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
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Anticipated expenditure	Year 1	£21,353	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" 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:	Release time for PP champion to monitor progress, meet with PP children and scrutinise work		
Category:	Quality of teaching		
Intended outcomes:	Teachers adapt teaching to support PP children	Success criteria:	Gap between PP children and non-PP children diminishing
Staff lead:	Pupil Premium Champion		
Implementation	Year 1	Year 2	Year 3
	<p>Time available to monitor Pupil Premium children across school through observations, work scrutiny and learning walks as well as analysing data.</p> <p>PP champion will meet with a selection of PP children across school to get their views on school in general and lessons in particular before feeding back to staff.</p> <p>Pupil Progress Meetings to continue have greater focus on Pupil Premium children. This has proved invaluable for ensuring the gap between Pupil Premium children and Non-Pupil Premium children diminishes.</p>	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):
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£1,500	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£	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:	Third Space Learning		
Category:	Targeted academic support		
Intended outcomes:	Accelerated progress in maths	Success criteria:	attainment of PP children at least in line with that of non-PP children
Staff lead:	Pupil Premium Champion		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>The (EEF) shows that one to one tuition provides moderate impact for high cost. However, the cost of Third Space Learning has worked cheaper than employing a teacher to deliver 12 one hour sessions to a group. The sessions are personalised for each child.</p> <p>Of the six children who took part in the sessions last year, four achieved the 'At Standard' level, the other two children made better than exceeded progress and received progress scores of 99.</p>	<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>
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<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"/> 	
oAnticipated expenditure	Year 1	£1000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	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"/>
			Year 2	£	Year 3	£
	Total actual expenditure:	£				

Intervention:	Maintain high level phonics attainment		
Category:	Targeted academic support		
Intended outcomes:	<u>Booster for children needing extra help in phonics</u>	Success criteria:	Number of children passing test at least in line with Nationalsl.
Staff lead:	<u>Phonics lead</u>		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Teaching assistant to work with identified pupils in small groups. TA chosen has vast experience of successfully delivering phonics.</p> <p>Extra whole class teaching of phonics in Y1.</p> <p>Phonics packs to be given to children which will encourage parents to practise phonics with their children at home. Parents will be invited into school to watch a session before picking up the pack.</p> <p>Last year, 90% of the children passed the test : only three children did not-one is a child who has SEN and is unable to access the curriculum and the other two both have speech and language difficulties.</p>	<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>
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<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	£7,558	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" 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:	Free toast one morning a week for all children. Free bread at break for KS2 children.		
Category:	Other approaches		
Intended outcomes:	Improve punctuality and attendance. Improve concentration levels	Success criteria:	Children in school on time and ready to learn
Staff lead:	Head of School		
Implementation	Year 1	Year 2	Year 3
	<p>Some children regularly arrive late and sometimes without having breakfast. Those who are in school on time will be able to have toast on arrival.</p> <p>In the past, there were more incidents of low-level disruption after break In KS2, children do not have free fruit as in EYFS and KS1. This means that some children might not have had anything to eat since the evening meal the night before. Wholemeal bread provides a healthy option for them before lunch.</p>	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):
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£4,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	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"/>
			Year 2	£	Year 3	£
	Total actual expenditure:	£				

Intervention:	Raffle ticket draw each half term		
Category:	Other approaches		
Intended outcomes:	Improve punctuality and attendance	Success criteria:	Increase in attendance figures
Staff lead:	Head of School		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Children who attend for a whole week and on time, will have their names written on a raffle ticket and entered into a draw for a £50 voucher for a shop of their choice.</p> <p>This gives all children the opportunity to buy something they may not otherwise afford.</p> <p>Children who have 100% attendance at the end of the year receive £10 gift voucher. This number has increased each year.</p>	<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>
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<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	£650	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	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"/>
			Year 2	£	Year 3	£
	Total actual expenditure:	£				

Intervention:	Subsidise school trips and visits into school		
Category:	Other approaches		
Intended outcomes:	Make as many cultural experiences available to the children as possible	Success criteria:	More children taking part in new experiences
Staff lead:	Head of School		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Many disadvantage children have not had similar cultural experiences as non-disadvantaged. By subsidising all school trips this makes it more affordable for all children. More Y6 children now take part in the residential visit than before.</p> <p>On occasions, a year group may prefer to have a visitor in for the day (eg Wildlife man who brought in Meerkats and other creatures) which will be paid for.</p> <p>At Christmas, the school pays for a touring company to perform a pantomime in the school hall. This is free to all children.</p> <p>An additional £25 per pupil is put towards the cost of the residential visit for all Pupil Premium children, in addition to the money subsidising the visit from the School Sports Fund. This makes the total cost of the visit for Pupil Premium children £85 for the weekend.</p>	<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>
Light-touch review notes	Annual review notes:	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 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>£5,000</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input checked="" 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 checked="" type="checkbox"/></p>
	<p>Total anticipated expenditure:</p>	<p>£</p>				
	<p>Actual expenditure</p>		<p>Year 2</p>	<p>£</p>	<p>Year 3</p>	<p>£</p>
<p>Year 1</p>		<p>£</p>	<p>Did expenditure increase, decrease or remain the same?</p>	<p>Increased <input type="checkbox"/></p> <p>Decreased <input type="checkbox"/></p> <p>Remained the same <input type="checkbox"/></p>	<p>Did expenditure increase, decrease or remain the same?</p>	<p>Increased <input type="checkbox"/></p> <p>Decreased <input type="checkbox"/></p> <p>Remained the same <input type="checkbox"/></p>
<p>Total actual expenditure:</p>		<p>£</p>				

Intervention:	Provide homework packs		
Category:	Other approaches		
Intended outcomes:	Children have correct equipment at home to complete homework	Success criteria:	Homework completed to a good standard
Staff lead:	Head of School		
Implementation	Year 1	Year 2	Year 3
	<p>Children often unable to complete homework at home due to lack of resources. 'Learn at Home' provides the essentials the children will need to complete work to the expected standard.</p> <p>Letters sent to parents and names crossed off class lists when parents pick up the work packs from school.</p> <p>Homework of these children monitored to measure impact of initiative.</p> <p>Homework club will allow all children who are struggling with the work to get support.</p>		<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:	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<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	£300	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	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"/>
			Year 2	£	Year 3	£
	Total actual expenditure:	£				

Intervention:	Provide two jumpers/ cardigans for all those who qualify for free school meals		
Category:	Other approaches		
Intended outcomes:	Children come in correct school uniform	Success criteria:	All children in uniform
Staff lead:	Administration staff (KM)		
Implementation	Year 1	Year 2	Year 3
	<p>School uniform encourages a sense of belonging. By ensuring the uniforms can be bought cheaply from supermarkets as well as specialist outlets, children from all backgrounds will be able to wear the same clothes, reducing the pressure often put on parents to buy their children designer labels.</p> <p>As the most expensive part of the uniform is the jumper or cardigan, the school issues vouchers for two free jumpers or cardigans once the forms for free school meals have been successfully completed and eligibility confirmed.</p>		<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:	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<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	£300	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	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"/>
			Year 2	£	Year 3	£
	Total actual expenditure:	£				