



## 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	65	Actual PPG budget	£ £ 89,442
Funding estimate: Year 2					
Estimated pupil numbers	210				
Estimated number of pupils eligible for PPG	66				
Estimated funding	£ 89,914				
Funding estimate: Year 3					
Estimated pupil numbers	212				
Estimated number of pupils eligible for PPG	67				
Estimated funding	£90,115 £ 90,115				

## 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>Three new teachers to attend Talk for Writing training. Although for the day, this will be via Zoom.</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	<p>Annual review notes:</p> <p>The school has made a successful start implementing T4W across the school. Monitoring has taken place by the Subject leader. Teachers and Teaching Assistants have had time to discuss what is going well and what needs to be adapted. Action plan has been written by ZS and Declan McCauley (DDAT Head of School Improvement).</p>	<p>Annual review notes:</p> <p>Whole school in depth training over two years with Dean Thompson and also partnered with Scargill primary.. This has been funded by the Catch Up funding as children's writing had fallen after lockdown.</p> <p>A further lockdown meant that the school was unable to deliver the intervention until the Summer</p>	<p>Final review notes:</p>

			term when all the children returned.			
			Learning walks and work scrutiny show that the process is being followed by all staff and there is evidence of a positive impact across the school.			
Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input checked="" type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input checked="" type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>	
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"/>
			Year 2	£ 150 –	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£2250	Year 2	£ nil (see notes above)	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input checked="" 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:	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 deployed accordingly.</p>	<p>Due to school closure during lockdown (except for key worker and vulnerable children), there is a need for all children to be able to access small group work with the teacher. Children who were disadvantaged during home learning due to lack of technology, were not all pupil premium children so it is important that teachers spend a proportion of the time with those children who need to have extra in place in order to catch up.</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><b>Annual review notes:</b></p> <p>Teachers are able to ensure that they spend quality time with all the children of all abilities. The PP children are in groups with non-PP children so they are not always grouped together. Good on-going assessment for learning will mean that groupings will often differ from what is on the plan but teachers will ensure no children will miss out on quality teaching time.</p> <p><u>Workplace Qualities</u></p> <p>TAs have a clearer understanding of expectations and have target children to work with.</p> <p>Performance Management for TAs has an improved structure and clearer targets.</p> <p>The working party for the Workplace Qualities document presented their work at the Heads Briefing in March and it was very well received. The TAs came across as very well organised and very professional.</p> <p>Due to the school closure, mid-year reviews were unable to be undertaken. Had the school been open, this could have been exceeding expectations for the impact this was having.</p>		<p><b>Annual review notes:</b></p> <p>Although classroom organisation changed significantly, staff still ensured that PP children of all abilities were having quality time with adult support.</p> <p>Teaching assistants have a clearer understanding of the needs of the children and all attendee the Talk for Writing training.</p> <p>The impact of the second lockdown meant that again the format of ensuring PP children would have quality input from adults with this highlighted on timetables, had to change.</p> <p>PP children were one of the first to be called when staff made their weekly contacts with families and the use of See-Saw enabled children to have the feedback they needed to make progress.</p> <p>Rigorous monitoring of home learning also highlighted PP children and their engagement. Safe and well checks were made on children who were not engaging as expected with work packs delivered if needed.</p>		<p><b>Final review notes:</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• <b>As expected <input checked="" type="checkbox"/></b></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£48,072</p>	<p>Is expenditure anticipated to increase, decrease or remain the</p>	<p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input checked="" type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease or remain the</p> <p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input checked="" type="checkbox"/></p>

			same?		same?	
			Year 2	£48,072	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	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 scrutiny to assess the impact of the resource.</p>	<p>Subject leader to audit resources to allow improved access to them for all year groups.</p> <p>Only practice books and the online subscription need to be ordered this term.</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	<p><b>Annual review notes:</b></p> <p>Power Maths has been implemented across school. Although there were some concerns with Reception, these have been discussed and SB is now happier with how parts of this are being used in Reception.</p> <p>KQ undertook a deep dive with Jackie Stirland (DDAT Senior School Improvement Officer). Feedback on</p>	<p><b>Annual review notes:</b></p> <p>Due to school closures in March 2020 and January 2021, there are topics which have not been covered. Teachers have, therefore decided to teach from the start of the Spring term books as the children need this knowledge to build on for the next stage of learning.</p>	<p><b>Final review notes:</b></p>

	<p>the teaching of maths and the progression of learning and skills was very positive. Class teachers were asked by JS about what they were teaching and why, as well as being asked about how they were finding Power maths.</p> <p>The findings of the day were discussed by the SLT and KQ. Some adaptations to the teaching of the scheme need to be put in place for it to work more effectively here.</p>		<p>Although there has been much missed in teaching from the scheme, it is clear from observations and conversations with the pupils that they are retaining the knowledge learnt and building on it.</p> <p>Year 6 pupils have been concentrating on arithmetic in warm up sessions to ensure they are secondary ready as well as able to answer reasoning questions with more confidence and accuracy. Results from past papers have shown a positive impact of this along with the teaching of power maths.</p>			
Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input checked="" type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
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"/>
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease	Increased <input type="checkbox"/>	Did expenditure increase,	Increased <input type="checkbox"/>



			or remain the same?	Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	decrease or remain the same?	Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	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>This provision will continue as before and is even more relevant due to the lack of time the children were able to access nursery provision during lockdown.</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	<p>Annual review notes:</p> <p>Many of the children who came into Nursery last year with poor speaking and listening skills are now on track to make greater than expected progress due to the work put in with speaking and listening groups in EYFS. A couple of boys in particular, have shown great progress, going from not speaking at all to being confident speakers who will initiate conversation as well as responding to questions.</p> <p>This clearly shows the importance of this focus in EYFS.</p> <p>Although the school closed in march, the SB (EYFS)</p>	<p>Annual review notes:</p> <p>The lockdown in January again had a negative impact on the progress of speaking and listening skills. However, the children have started to benefit from NELI provision. Although the training was free, we were able to use our staff for cover without causing disruption to the unit and keep staffing to the usual staff which is important for the children.</p> <p>The children continue to be grouped for story time and staff ensure that there are many opportunities for speaking and listening activities. Staff have particular targets for any children they have concerns about with some of them being assessed</p>	<p>Final review notes:</p>

	lead is confident that the GLD for speaking and listening would have been at least in line with the National.		for NELI. Even with the closure, the impact of ensuring the children have high quality listening and speaking times in small groups is very positive.			
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input checked="" type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£21,353	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	£21,353	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£21,353	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>	<p>The PP champion will continue to monitor the progress made by PP children but will also be able to take some small groups when other children are involved in Third Space learning. This will also provide extra support for all children who fell behind during lockdown.</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	<p><b>Annual review notes:</b></p> <p>PP champion was able to complete some monitoring of PP children through analysing data and from discussions in pupil progress meetings with staff. Observations and drop ins were also used to monitor progress and children's engagement.</p> <p>The monitoring of PP children has continued with home learning. The percentage of PP children</p>	<p><b>Annual review notes:</b></p> <p>Regular monitoring of the children has been difficult due to guidance, lockdowns and bubble closure. However, Third Space Learning had a positive impact on the targeted children. The small group work was beneficial for the other MA children. Monitoring plans for next year will spotlight again on PP children and also give time to develop PP conference, Follow up</p>	<p><b>Final review notes:</b></p>

	engaging with home learning is in line with the whole school (83%). PP children who were not engaging were targeted by class teachers to be one of the first to phone		work on PP action plans also need to take place.			
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input checked="" type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£1,500	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	£2,500	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure			Year 2	£	Year 3	£
	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"/>
	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>This will come out of the catch up funding. By using the catch up funding, we will be able to allow 51 children to access this intervention at a greatly reduced cost.</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	<p>Annual review notes:</p> <p><b>Due to school closure, this was not used</b></p> <p>Points to consider for next year: could this be used for more children to help with 'catch-up' after the</p>	<p>Annual review notes:</p> <p>Greater number of children were able to access the intervention. Teachers have commented that children are more engaged in lessons and are more confident in attempting problems.</p>	<p>Final review notes:</p>

	enforced school closure?					
	Past data shows the positive impact this one-to-one intervention has on progress and attainment. It is especially beneficial to those who do not engage well with Maths.					
Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>	
oAnticipated expenditure	Year 1	£1000	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	£nil	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£0	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	£nil				

	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 National.
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>The children will need to have extra work on phonics in Years 1 and 2 due to lockdown. In order to enhance the work area, a designated phonics room in the main school will be available for interventions in addition to the regular group work.</p> <p>An experienced teaching assistant will deliver the interventions.</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	<p>Annual review notes:</p> <p>Unfortunately, the teaching assistant who was due to carry out the intervention sessions was off work for several weeks. We were unable to replace her straightaway due to the 1:1 needed by another child which had to come first. Once we were able to employ another TA on supply, we were able to have</p>	<p>Annual review notes:</p> <p>Positive impact on children with phonics interventions. Although no notational test internal testing for monitoring progress was positive even after further closures during the year.</p>	<p>Final review notes:</p>



	<p>some of the booster sessions delivered.</p> <p>Phonics packs were distributed when school closed along with home learning packs. Y1 children had already received one set of phonics earlier in the year. Unfortunately the impact of these cannot be measured against data from previous phonics practice phonics tests.</p>		<p>Remote Learning – See Saw was very beneficial in helping children with phonics. Allowing staff to listen to recordings and give next steps.</p>			
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> <li>• <b>Not enough evidence</b></li> </ul>		<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£7,558</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 checked="" type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input type="checkbox"/></p>
	<p>Total anticipated expenditure:</p>		<p>£</p>			
<p>Actual expenditure</p>	<p>Year 1</p>	<p>£</p>	<p>Year 2</p> <p>Did expenditure increase, decrease or remain the same?</p>	<p>£</p> <p>Increased <input type="checkbox"/></p> <p>Decreased <input type="checkbox"/></p>	<p>Year 3</p> <p>Did expenditure increase, decrease or remain the</p>	<p>£</p> <p>Increased <input type="checkbox"/></p> <p>Decreased <input type="checkbox"/></p>

				Remained the same <input type="checkbox"/>	same?	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		
	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.  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.	Bread will be available again for the children. However, due to the staggered start times, toast will not be an option until the morning routines are embedded.  If children come to school hungry, they will be given something to eat.		How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):		
Light-touch review	Annual review notes: Many children enjoy the toast in the morning,	Annual review notes: Due to staggered times it was not possible to		Final review notes:		

notes	<p>running into school when they know it is toast. It has proved to be especially successful when it is on the same as day as the early morning football club.</p> <p>Although not all the children have bread, it is there when they need it and sometimes the children are quite hungry at break.</p> <p>It should also be remembered that the bread was introduced as there was a noticeable rise in poor before at this time in the day. Since then, behaviour has improved and the school environment is much calmer.</p>		effectively run this. However bread was made available for the children and if any child was hungry on arrival food was available for them.			
Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• <b>As expected <input checked="" type="checkbox"/></b></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
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"/>
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease	Increased <input type="checkbox"/>	Did expenditure increase,	Increased <input type="checkbox"/>

			or remain the same?	Decreased <input type="checkbox"/>	decrease or remain the same?	Decreased <input type="checkbox"/>
				Remained the same <input type="checkbox"/>		Remained the same <input type="checkbox"/>
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>Due to Covid restrictions, many children could be disadvantaged with the draw if they have had to isolate. For this reason (and to fit in with encouraging the children to walk to school and exercise more often in general) a regular draw will be held for children who walk to school. If it is not possible to walk due to the distance, their parents will be encouraged to park further away and walk.</p> <p>The token will be either for a bike shop or a general sports shop.</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: The number of children in each class who have 100% increases each year. There are times when illnesses ( such as chicken pox and stomach bugs) have caused a drop in numbers throughout school but this is to be expected in a primary school.		Annual review notes: Unable to do this due to children having to isolate which would not have been fair for all.		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input checked="" type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>	
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	£650	Year 3	£
	Total anticipated expenditure:		£			
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the	Increased <input type="checkbox"/> Decreased <input type="checkbox"/>	Did expenditure increase, decrease or remain the	Increased <input type="checkbox"/> Decreased <input type="checkbox"/>

			same?	Remained the same <input type="checkbox"/>	same?	Remained the same <input type="checkbox"/>
	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>Due to Covid restrictions at the time of writing this, there will be no school trips. However, if restrictions relax and trips are permitted, the school will provide payment for the coaches as before.</p> <p>If circumstances allow, visitors may be used to enhance the curriculum instead of the children going out. Obviously, this will follow restrictions put in place due to coronavirus.</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	<p>Annual review notes:</p> <p>The pantomime was once again very popular with the children, many of whom do not get the opportunity to go to the theatre and experience live performances. Although it would be ideal to take all the school to the theatre, the savings made on transport allow the children to experience other events or trips during the year. It also means parents</p>	<p>Annual review notes:</p> <p>Unable to take children on trips due to Covid Risk Assessments but some events were held in school e.g. sporting events and aspirations day.</p>	<p>Final review notes:</p>

	are not asked to give large voluntary donations at this time of year.					
	Unfortunately, other trips did not take place due to the lockdown, including the residential visit.					
Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input checked="" type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> <li></li> </ul>		<ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£5,000	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	£2,000	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:	£
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<b>Intervention:</b>	Provide homework packs		
<b>Category:</b>	Other approaches		
<b>Intended outcomes:</b>	Children have correct equipment at home to complete homework	<b>Success criteria:</b>	Homework completed to a good standard
<b>Staff lead:</b>	Head of School		
<b>Implementation</b>	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>The target this year will be ensuring Y6 are secondary ready so there will be an emphasis providing equipment such as pencil cases with geometry sets in as well as other equipment they will need. The rationale behind this is that secondary staff have said that often children come to school without any resources.</p> <p>School book bags will be provided to all children throughout school. After this year, book bags will be given out to all new starters which will bring down the cost.</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: Giving out homework packs has not shown a great impact on the quality of homework. Therefore, it would probably be of more benefit to make up packs for Y6 children to make them secondary ready. Ensuring pupils had the correct writing equipment (pencils and rule) is of more benefit than a note book. Due to the school closure, extra resources were put in school packs for all children. As with other years, resources varied slightly with Y6 having a small geometry set. We have decided that PP funding could be used to provide each new starter with a school bag. This saves on space in the classroom but also saves extra cost for all parents. The bags will only hold essential items such as reading books and homework.		Annual review notes: Resources given out with all learning packs to ensure children could complete home learning.	Final review notes:		
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		
Anticipated expenditure	Year 1	£300	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same
			Year 2	£600	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:	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>This will continue. As more nursery children are wearing uniform, their parents will also have the option to claim to school sweatshirts or cardigans. Previously they had taken WHSmith vouchers.</p> <p>Due to coronavirus pandemic, there may be a rise in the number of children who are eligible for free school meals. For this purpose, the budget for it will increase slightly.</p>	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):
Light-touch review notes	<p>Annual review notes:</p> <p>Vouchers are collected by parents once their eligibility for FSM has been confirmed. The garments are good quality and the most expensive part of the uniform.</p>	<p>Annual review notes:</p> <p>Parents positive – good uptake when applying for FSM.</p>	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"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input checked="" type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£300	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	£400	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:	£				