Worthington Primary School

PUPIL PREMIUM STRATEGY – 3 YEARS

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

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

- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Low levels of literacy	Poor attendance and persistent absence
Poor language and communication skills	Poor behaviour due to Mental Health and Wellbeing
Lack of targeted support	Lack of parental engagement
Lack of school readiness	Arriving at school hungry and not ready to learn
Lack of school accountability	Lack of focus and confidence due to poor mental health and wellbeing
Lack of Aspirations	Limited or lack of access to technology and educational materials

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

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

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our tiered approach

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

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

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

Quality of teaching

1. Encouraging **self-led professional development**: Teachers and support staff are encouraged to attend training on areas which are whole school areas for development and personal areas for development.
2. Professional development: Individual coaching sessions to support teachers, with a particular emphasis on literacy and vocabulary

Targeted academic support

1. Structured interventions: Introducing vocabulary interventions such as Word Aware for pupils with poor oral language and communication skills

   (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction)

2. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations

   (Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF)

3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using Tas

   (One to one tuition | EEF (educationendowmentfoundation.org.uk)

4. ELSA Intervention: to support children who need support with their Mental health and Wellbeing.

   (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)

Wider strategies

1. Parental engagement: Providing Phonics, English and Maths workshops and Mirodo, which supports children and parents with homework and learning at home.

   (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)

2. Attendance: Use of an Education Welfare Officer (EWO) to improve attendance and foster links with parents

3. Behaviour and wellbeing: Providing opportunities for children to attend after school clubs.

Full planning details for interventions are outlined in the 'Intervention planning in full' section.

Our four-step approach to strategy

When developing and sustaining our pupil premium strategy, our school adopts are four-step approach to:

- **Diagnose pupils' needs** – we use internal data and information, e.g. attendance data and teacher feedback to gauge the performance of our disadvantaged pupils against national benchmarks and examine what could be hindering their performance. We create a case study for each PP child, which outlines their protective barriers to learning and what's going well.

- **Use strong evidence to support the strategy** – we utilise a broad array of external evidence to inform decision making alongside the expert knowledge we have of the pupils in our care. We utilise relevant and robust evidence, e.g. from the EEF's pupil premium resources, to provide appropriate and effective solutions.

- **Implement the strategy** – we take time and care to implement our pupil premium strategy to address the challenges and needs of disadvantaged pupils, assess the strategy's effectiveness and address any barriers to successful implementation.

- **Monitor and evaluate the strategy** – we continuously monitor the progress of the pupil premium strategy and make adaptations when needed and set short-, medium- and long-term outcomes to reach goals.

Our review process

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

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

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

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

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The **headteacher** is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website.

The school publishes a link to the school and college performance tables and the schools' performance tables page on the school website.

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Our funding

Funding summary: Year 1 (2022 – 23)					
Total number of pupils	72	PPG received per pupil	£1385 £2400 PP+	Indicative PPG as advised in School Budget Statement	£23185
		Number of pupils eligible for PPG	16	Actual PPG budget	£23185
Funding estimate: Year 2 (2023 -24)					
Estimated pupil numbers	72				

Estimated number of pupils eligible for PPG	12
Estimated funding	£16620
Funding estimate: Year 3 (2024 – 25)	
Estimated pupil numbers	71
Estimated number of pupils eligible for PPG	10
Estimated funding	£13850

Intervention planning in full

Intervention:	1, Encouraging **self-led professional development**: Teachers and support staff are encouraged to attend training on areas which are whole school areas for development and personal areas for development.		
Category:	Quality of teaching		
Intended outcomes:	Improve the quality of teaching and have an 'outstanding' teacher in every classroom	**Success criteria:**	Every teacher has been judged 'outstanding' by internal assessment
Staff lead:	Curriculum leads		

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: We will allow all teaching staff and support staff time to attend CPD for self-led professional development. Priorities for learning will be established in liaison with their line manager and take into consideration any appraisal or monitoring feedback. Cover will be provided where necessary.	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): We will allow all teaching staff and support staff time to attend CPD for self-led professional development. Priorities for learning will be established in liaison with their line manager and take into consideration any appraisal or monitoring feedback. Cover will be provided where necessary. Curriculum Leads will provide CPD opportunities to the whole school during staff meeting and Inset Days.	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): We will allow all teaching staff and support staff time to attend CPD for self-led professional development. Priorities for learning will be established in liaison with their line manager and take into consideration any appraisal or monitoring feedback. Cover will be provided where necessary. Curriculum Leads will provide CPD opportunities to the whole school during staff meeting and Inset Days.

Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐

Anticipated expenditure	Year 1	£3000	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£				

Intervention:	2, Professional development: Individual coaching sessions to support teachers, with a particular emphasis on Literacy, Reading and vocabulary		
Category:	**Quality of teaching**		
Intended outcomes:	Improve the quality of teaching and have an 'outstanding' teacher in every classroom Teachers feel confident to teach phonics and reading and progress is evident.	**Success criteria:**	Every teacher has been judged 'outstanding' by internal assessment. Data shows that children are making the expected progress in phonics and reading.
Staff lead:	Mrs Pester – English Lead		

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: We will allow all teaching staff and support staff time to receive regular coaching sessions to support with phonics and reading. Reading and phonics will be prioritised in staff meetings. The English lead will be given time to support and coach other teachers in school. Cover will be provided where necessary.	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): We will allow all teaching staff and support staff time to receive regular coaching sessions to support with phonics and reading. Reading and phonics will be prioritised in staff meetings. The English lead will be given time to support and coach other teachers in school. Cover will be provided where necessary	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): We will allow all teaching staff and support staff time to receive regular coaching sessions to support with phonics and reading. Reading and phonics will be prioritised in staff meetings. The English lead will be given time to support and coach other teachers in school. Cover will be provided where necessary

Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐

Anticipated expenditure	Year 1	£6825	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£				

Intervention:	Structured interventions: Introducing vocabulary interventions such as Word Aware for pupils with poor oral language and communication skills		
Category:	Targeted academic support		
Intended outcomes:	For children to receive help with their oral language and communication skills.	Success criteria:	For children to have oral and language communication skills in line with their peers
Staff lead:	Mrs Pester - English Lead		

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: Speech and language assessment at the start of Reception. Targeted speech and language Therapy delivered by a SALT each term. Interventions such as Word Aware delivered to groups of children. Reading Comprehension strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): Speech and language assessment at the start of Reception. Targeted speech and language Therapy delivered by a SALT each term. Interventions such as Word Aware delivered to groups of children. To Work with 'A time to talk' on regular training for staff.	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): Speech and language assessment at the start of Reception. Targeted speech and language Therapy delivered by a SALT each term. Interventions such as Word Aware delivered to groups of children. To Work with 'A time to talk' on regular training for staff.

Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐

Anticipated expenditure	Year 1	£1350	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£				

Intervention:	Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations		
Category:	Targeted academic support		
Intended outcomes:	Children will meet the expected standard in English and Maths in line with their peers.	Success criteria:	Children will receive small group tuition 1:3 for English and Maths delivered through the NTP
Staff lead:	Mrs Pester and Mrs Clark		

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: Engaging with the **National Tutoring Programme** to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Children will receive 1:3 small group tuition 1 hr a week delivered by an experience teacher. (NTP) With the new Feedback and Marking policy children will be picked up straight away, if gaps and areas for development are identified. Phonics teaching is delivered in 3 groups and regular assessment (6 weeks) identifies those children who need immediate intervention.	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): Children will receive 1:3 small group tuition 1 hr a week delivered by an experience teacher. With the new Feedback and Marking policy children will be picked up straight away, if gaps and areas for development are identified. Phonics teaching is delivered in 3 groups and regular assessment (6 weeks) identifies those children who need immediate intervention.	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): Children will receive 1:3 small group tuition 1 hr a week delivered by an experience teacher. With the new Feedback and Marking policy children will be picked up straight away, if gaps and areas for development are identified. Phonics teaching is delivered in 3 groups and regular assessment (6 weeks) identifies those children who need immediate intervention.

Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐

Anticipated expenditure	Year 1	£2268	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£				

Intervention:	One-to-one support: Creating additional teaching and learning opportunities using Tas within the classroom		
Category:	Targeted academic support		
Intended outcomes:	Children will meet the expected standard in English and Maths in line with their peers.	Success criteria:	Every child will meet the expected standard in English and Maths.
Staff lead:	Mrs Mistry		

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: Regular Pre - teaching especially on Vocabulary and new learning. Regular 1-1 reading. Each PP child will be heard read once a week. Mirodo used for homework as a teaching aid to support learning. With the new Feedback and Marking policy children will be picked up straight away, if gaps and areas for development are identified.	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): Regular Pre - teaching especially on Vocabulary and new learning. Regular 1-1 reading. Each PP child will be heard read once a week. Mirodo used for homework as a teaching aid to support learning. With the new Feedback and Marking policy children will be picked up straight away, if gaps and areas for development are identified.	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): Regular Pre - teaching especially on Vocabulary and new learning. Regular 1-1 reading. Each PP child will be heard read once a week. Mirodo used for homework as a teaching aid to support learning. With the new Feedback and Marking policy children will be picked up straight away, if gaps and areas for development are identified.

Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐

Anticipated expenditure	Year 1	£5165	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£				

Intervention:	ELSA Intervention: to support children who need support with their Mental health and Wellbeing.		
Category:	Targeted academic support		
Intended outcomes:	Children will receive support with their Mental health and well being	**Success criteria:**	Children will be ready to learn
Staff lead:	Mrs Mistry (SENDCO)		

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: Children will be identified as needing ELSA Intervention either through staff, parents or the child. 2 hours a week will be set aside for ELSA. School will work with Health Schools Plus for further MENTAL Health and Wellbeing training Review the Mental Health and Well-being Policy. Complete the Mental Health and wellbeing Course (N Clark)	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): Children will be identified as needing ELSA Intervention either through staff, parents or the child. 2 hours a week will be set aside for ELSA. School will work with Health Schools Plus for further MENTAL Health and Wellbeing training Review the Mental Health and Well-being Policy.	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): Children will be identified as needing ELSA Intervention either through staff, parents or the child. 2 hours a week will be set aside for ELSA. School will work with Health Schools Plus for further MENTAL Health and Wellbeing training Review the Mental Health and Well-being Policy.

Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐

Anticipated expenditure	Year 1	£1295	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£				

Intervention:	Parental engagement: Providing Phonics, English and Maths workshops and Mirodo, which supports children and parents with homework and learning at home.		
Category:	**Wider strategies**		
Intended outcomes:	For parents to be fully engaged in their child education and able to support their learning.	**Success criteria:**	Children will feel supported with their learning and meet the expected standards.
Staff lead:			

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: Phonics Workshop with parents and careers (Oct 2022) Reading workshop Maths workshop for parents KS2 children will use Mirodo to help with homework Year 6 sats Revision books	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): Phonics Workshop with parents and careers (Oct 2022) Reading workshop Maths workshop for parents Maths Booklets KS2 children will use Mirodo to help with homework	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): Phonics Workshop with parents and careers (Oct 2022) Reading workshop Maths workshop for parents KS2 children will use Mirodo to help with homework

Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐

Anticipated expenditure	Year 1	£682	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£				

Intervention:	Attendance: Use of an Education Welfare Officer (EWO) to improve attendance and foster links with parents		
Category:	Wider strategies		
Intended outcomes:	PP children's attendance will be in line with their peers.	**Success criteria:**	PP children's attendance is above 95%
Staff lead:			

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: Update the Attendance Policy Termly meetings with the EWO Termly meetings with the Attendance Team at the LA Weekly updates on those children who are at risk of PA. Regular communication with parents around their child's attendance.	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): Update the Attendance Policy Termly meetings with the EWO Termly meetings with the Attendance Team at the LA Weekly updates on those children who are at risk of PA. Regular communication with parents around their child's attendance.	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): Update the Attendance Policy Termly meetings with the EWO Termly meetings with the Attendance Team at the LA Weekly updates on those children who are at risk of PA. Regular communication with parents around their child's attendance.

Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐

Anticipated expenditure	Year 1	£600	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£				

Intervention:	Behaviour and wellbeing: Providing opportunities for children to attend after school clubs		
Category:	Wider Strategies		
Intended outcomes:	For all PP children to have the same opportunities as other children	**Success criteria:**	PP children to enjoy taking part in extra curricular activities
Staff lead:			

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: Fund 1 six-week block of after school club Music lessons Swimming lessons Raising aspirations and career choices Subscription to Magazines Uniform support	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): Fund 1 six-week block of after school club Music lessons Swimming lessons Raising aspirations and career choices Subscription to Magazines Uniform support	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): Fund 1 six-week block of after school club Music lessons Swimming lessons Raising aspirations and career choices Subscription to Magazines Uniform support

Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐ • Far below expectations ☐

Anticipated expenditure	Year 1	£2000	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£				