

# Abram Bryn Gates 3 Year Long Term Pupil Premium Strategy

## Our Philosophy

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align Pupil Premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant 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 budget accordingly.

## Our Priorities

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

- Providing Quality First Teaching for every child in school by having an outstanding teacher in each classroom
- 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 including 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
Poor language and communication skills for some children.	Some poor attendance
Love of reading not embedded for many children.	Lack of parental engagement
Progression is not always evident across the school in some subject areas.	Some children arriving at school not ready to learn.
Some learning is superficial and needs to be deepened in order for information to be retained.	Lack of focus, confidence and resilience.

# 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 assess the impact of interventions on an on-going basis in order to adapt them if required or cease them if they are not having the intended impact.

We will:

## Explore

- Identify a key priority to the School Improvement Plan
- Systematically explore appropriate evidence based interventions
- Examine the fit and feasibility with the school in relation to staffing and resources

## Prepare

- Develop a clear and logical plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations including a baseline measure to show starting points

## Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support and monitoring

## Sustain

- Plan for sustaining and scaling the intervention from the outset if appropriate
- Continually acknowledge and support good implementation practices

# Our Tiered Approach

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

- Teaching
- Targeted academic support
- Wider strategies

Within each category we have chosen a number of interventions. This focused approach ensures the best chance of success in each category.

## **Quality of teaching**

- Audit of the curriculum and development of plans which ensure progression across the school
- Develop teacher knowledge and understanding of how to ensure deep learning takes place
- Implementation of strategies to encourage a love of reading
- Appropriate CPD to ensure teachers maintain a high level of subject knowledge and information about current curriculum developments.

## **Targeted Academic Support**

- Careful monitoring of progress being made by children and interventions reviewed regularly to ensure that they are successful and if not that new strategies are put in place
- Reading support put in place to provide 1:1 reading and sharing of books where parents/children are not engaging with the current system of home reading
- Mental toughness intervention to take place
- 1:1 mentoring in place for all PP children who are working below ARE or are making slower than expected progress.

## **Wider Strategies**

- Development of pastoral role, through training, to provide specialist support to children and families when necessary, in addition to continuing to monitor attendance closely and intervene where there are concerns
- Specialist sports provision and extended PE lessons to encourage healthy life-style and an aspiration of an active future
- Setting up of a community area to encourage parental involvement with school.

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

## **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 PP Grant and their progress towards achieving these targets is analysed at the end on the interventions.

The progress of pupils in receipt of the PPG is discussed at least termly in Progress Meetings with SLT.

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 evidence and best practice that becomes available, ensuring that the pupil premium strategy is always effective.

## 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 the grant's impact on individual pupils, or precise interventions.

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

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

## Our Funding

Funding Summary : Year 1					
Total number of pupils	160	PPG received per pupil	£1,320	Indicative PPG as advised in School Budget Statement	
		Number of pupils eligible for PPG	51	Actual PPG budget	£81,750
Funding estimate : Year 2					
Estimated pupil numbers	148				
Estimated number of pupils eligible for PPG	45				
Estimated funding					
Funding estimate : Year 3					
Estimated pupil numbers	138				
Estimated number of pupils eligible for PPG	40				
Estimated funding					

**Actual Funding Summary : Year 2**

<b>Total number of pupils</b>	<b>143</b>	<b>PPG received per pupil</b>	<b>£1,345</b>	<b>Indicative PPG as advised in School Budget Statement</b>	
		<b>Number of pupils eligible for PPG</b>	<b>48</b>	<b>Actual PPG budget</b>	<b>£65,180</b>

# Intervention Planning

Intervention:	Development of plans which ensure progression across the school in all subjects.		
Category:	Quality of Teaching		
Intended Outcomes:	<ul style="list-style-type: none"> <li>All teachers have a clear understanding of knowledge and skills that are to be taught in their year group</li> <li>All teachers are aware of the knowledge and skills that should have already been acquired by the children and what will be acquired in the future</li> <li>Improvement in standards as evidenced in book scrutiny, observations and pupils' understanding and ability to discuss their learning</li> <li>Purchase of curriculum support materials</li> <li>Purchase of subscriptions for Literacy support</li> <li>Purchase of online curriculum planning resource</li> </ul>	Success Criteria:	<ul style="list-style-type: none"> <li>All teachers will have received training to support them in auditing the curriculum</li> <li>Action Plans in place for each subject area</li> <li>Clear progression plans in place for each subject area</li> <li>Clear curriculum drivers in place with a framework for knowledge and skills development</li> <li>Improved standards across the curriculum</li> </ul>
Staff Lead:	Mrs Talbot		
Implementation	Year 1	Year 2	Year 3
	<p><b>How will we implement this in year 1:</b></p> <ul style="list-style-type: none"> <li>ECM subject leader training. (2X twilights)</li> <li>Time allocated for subject leaders to work on development of action plans and progression documents</li> <li>Curriculum Design training for SLT</li> <li>Formulation of Curriculum Intent Plan</li> <li>Curriculum plan for all subjects in place for English history, geography and science.</li> </ul>	<p><b>How will we implement this in year 2 (in the light of year 1 light-touch review):</b></p> <ul style="list-style-type: none"> <li>Subject leader time allocated for leaders to continue to work on and refine progression documents</li> <li>All plans and progression uses by class teachers and reviewed by Subject leaders. Updated as necessary.</li> <li>Assessment documents produced</li> </ul>	<p><b>How will we implement this in year 3 (in the light of year 1 light-touch review):</b></p> <ul style="list-style-type: none"> <li>Monitoring and review of curriculum plans and progression documents</li> <li>Adaptation and modification of plans as appropriate, in the light of the review.</li> </ul>

Light Touch Review Notes	<p><b>Annual review notes</b></p> <ul style="list-style-type: none"> <li>• ECM training has taken place and all teachers have attended</li> <li>• SLT completed Curriculum design training</li> <li>• The first set of action plans were drawn up but some of the actions will need to be carried through to the next academic year due to impact of Covid 19</li> <li>• Subject Rational, showing curriculum intent has been drawn up for every subject</li> <li>• Progression documents are in place for all subjects. These have been published on the website</li> </ul>	<p><b>Annual review notes</b></p> <ul style="list-style-type: none"> <li>• All teachers have been allocated and used subject leader time and work has progressed on the progression documented. Decisions have been made to revise long term plans for some subject areas.</li> <li>• New action plans are in place.</li> <li>• Documents are being updated and will be available to support the curriculum.</li> </ul>	<p><b>Final review notes</b></p>
Light tough review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• <b>Above expectations</b></li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• <b>As expected</b></li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>: The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>
Anticipated Expenditure	£7,000	£6,000	

<b>Intervention:</b>	<b>Develop teacher knowledge and understanding of how to ensure deep learning takes place.</b>		
<b>Category:</b>	Quality of Teaching		
<b>Intended Outcomes:</b>	<ul style="list-style-type: none"> <li>Teachers to have a good understanding of the difference between deep and superficial learning</li> <li>For classroom practice to reflect the understanding with a set of key features in place</li> <li>For standards to be raised across the curriculum as a result of knowledge and skills being retained.</li> </ul>	<b>Success Criteria:</b>	<ul style="list-style-type: none"> <li>A common understanding of methods of promoting deep learning to be evident between teachers</li> <li>For the curriculum plan to reflect the agreed principles to secure deep learning.</li> <li>Standards are improving in all curriculum areas.</li> </ul>
<b>Staff Lead:</b>	Mrs Talbot		
<b>Implementation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<b>How will we implement this in year 1:</b> <ul style="list-style-type: none"> <li>INSET from Chris Quigley – “Making it Stick”</li> <li>Set of principals formulated, which will be considered by teachers when planning lessons and activities, in order to support deep learning</li> <li>Ensuring that new curriculum planning supports principals of deep learning.</li> </ul>	<b>How will we implement this in year 2 (in the light of year 1 light-touch review):</b> <ul style="list-style-type: none"> <li>Review of what has worked well and consideration of new research into how children learn</li> <li>Ensure that principles are embedded in curriculum design</li> <li>Through monitoring, ensure that principles of deep learning are being applied in the classroom.</li> </ul>	<b>How will we implement this in year 3 (in the light of year 1 light-touch review):</b> <ul style="list-style-type: none"> <li>Review of what has worked well and consideration of new research into how children learn</li> <li>Continue to ensure that principles are embedded in curriculum design</li> <li>Through monitoring, ensure that principles of deep learning are being applied in the classroom.</li> </ul>

Light Touch Review Notes	<p><b>Annual review notes</b></p> <ul style="list-style-type: none"> <li>• All teachers participated in Chris Quigley training- Making it Stick</li> <li>• Principals of Making it Stick established and are beginning to be incorporated into new curriculum plans</li> </ul>	<p><b>Annual review notes</b></p> <ul style="list-style-type: none"> <li>• Teachers have a common understanding of the principles of deep learning</li> <li>• Principles are embedded in curriculum planning.</li> <li>• Subject leaders have monitored to ensure that deep learning is being planned for across the school.</li> </ul>	<p><b>Final review notes</b></p>
Light tough review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• <b>As expected</b></li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• <b>As expected</b></li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>: The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>
Anticipated Expenditure	£3,000	£5,000	

Intervention:	Implementation of strategies to promote a love of reading		
Category:	Quality of Teaching		
Intended Outcomes:	<ul style="list-style-type: none"> <li>The profile of reading will have been raised throughout the school</li> <li>For all areas of the curriculum to support the focus on reading</li> <li>The classroom and school environment supports the focus on reading.</li> </ul>	Success Criteria:	<ul style="list-style-type: none"> <li>There is a consistent approach to the teaching of reading in EYFS and in each KS and a clear policy in place</li> <li>Each classroom has a good- quality reading area which is accessed effectively</li> <li>Classroom and school environment reflects the focus on reading</li> </ul>
Staff Lead:	Miss Penny		
Implementation	Year 1	Year 2	Year 3
	<p><b>How will we implement this in year 1:</b></p> <ul style="list-style-type: none"> <li>Setting up good-quality reading areas and display in each classroom to stimulate children's interest in reading</li> <li>Ensuring that children are able to access and take home books which are closely matched to their stage of phonics development and that provide challenge</li> <li>Put in place strategies which promote reading for pleasure</li> <li>Link the wider curriculum to class a class novel</li> <li>Ensuring that time for sharing of class stories is built into the timetable for every year group</li> <li>Audit the range of genre children are exposed to through class reading</li> <li>Develop a consistent approach to the teaching of reading and put policy in place</li> <li>Additional reading resources purchased</li> <li>Reading comprehension resources purchased</li> </ul>	<p><b>How will we implement this in year 2 (in the light of year 1 light-touch review):</b></p> <ul style="list-style-type: none"> <li>Ensure that each classroom visibly promotes reading through age appropriate displays and reading areas</li> <li>Audit the books available to children in each class and allocate funding to restock if gaps are identified</li> <li>Continue to ensure that good quality novels are shared in each class and linked to the curriculum as appropriate</li> <li>Ensure full range of genre is covered in each year group</li> <li>Monitor the different genre that children access independently and ensure that this is varied.</li> </ul>	<p><b>How will we implement this in year 3 (in the light of year 1 light-touch review):</b></p> <ul style="list-style-type: none"> <li>Ensure that each classroom visibly promotes reading through age appropriate displays and reading areas</li> <li>Continue to restock class libraries as appropriate to ensure appropriate reading materials are available</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading areas have been set up in all classrooms with displays designed to stimulate reading</li> <li>•</li> </ul>		
Light Touch Review Notes	<p><b>Annual review notes</b></p> <ul style="list-style-type: none"> <li>• Good quality reading areas were set up in each classroom and displays promoted reading</li> <li>• Reviews of books for home reading has taken place and books for all children are matched to phonics stage and reading age.</li> <li>• Teachers have implemented strategies to promote a love of reading – further development is needed</li> <li>• Literacy Tree resources have been incorporated into the English curriculum and provide good quality whole class reading which is</li> <li>• Additional resources have been purchased to support the teaching of reading and consistent, age appropriate approaches have been agreed and put in place.</li> <li>• Additional books have been purchased.</li> <li>• The agreed reading plan included access to different types of text.</li> </ul>	<p><b>Annual review notes</b></p> <ul style="list-style-type: none"> <li>• Age appropriate reading areas and displays are evident in all classrooms.</li> <li>• Following an audit of reading books, new books have been purchased for all age groups, providing a wider range of genre in each class. The resources for reading will continue to be monitored and supplemented.</li> <li>• Each class shares good quality novels throughout the year.</li> </ul>	<p><b>Final review notes</b></p>
Light tough review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• <b>As expected</b></li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• <b>As expected</b></li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>: The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>
Anticipated Expenditure	£7,000	£6,180	

Intervention:	Appropriate CPD to ensure teachers maintain a high level of subject knowledge and information about current curriculum developments.		
Category:	Quality of Teaching		
Intended Outcomes:	<ul style="list-style-type: none"> <li>All class teachers have received good quality CPD which has enhances curriculum knowledge</li> <li>Standards are raised across the curriculum</li> </ul>	Success Criteria:	<ul style="list-style-type: none"> <li>Monitoring shows that teachers have good curriculum and subject knowledge</li> <li>Internal monitoring shows that standards are improving in all curriculum areas</li> <li>Standards for PP and “all others” are at least in line with national figures</li> </ul>
Staff Lead:	Mrs Talbot		
Implementation	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<b>How will we implement this in year 1:</b> <ul style="list-style-type: none"> <li>Teacher CPD needs assessed by GT in the light of SIP, progress meetings, staff appraisal and monitoring</li> <li>Teaching Assistant CPD needs assessed by LG in the light of SIP and TA appraisals and monitoring</li> <li>A programme of good quality CPD planned and implemented</li> </ul>	<b>How will we implement this in year 2 (in the light of year 1 light-touch review):</b> <ul style="list-style-type: none"> <li>LG to receive training to support TA appraisal to strengthen the link to identification of TA CPD needs.</li> <li>Continuation of programme of CPD for all staff</li> </ul>	<b>How will we implement this in year 3 (in the light of year 1 light-touch review):</b> <ul style="list-style-type: none"> <li>Continuation of programme of CPD for all staff</li> </ul>
Light Touch Review Notes	<b>Annual review notes</b> <ul style="list-style-type: none"> <li>CPD needs have been identified in the light of SIP, progress meetings and teacher appraisal. Some teaching assistant needs have been identified and addressed but this</li> </ul>	<b>Annual review notes</b> <ul style="list-style-type: none"> <li>LG attended CPD to support TA appraisal.</li> </ul>	<b>Final review notes</b>

	<p>needs to be developed further in the next academic year.</p> <ul style="list-style-type: none"> <li>• A programme of good quality CPD has been planned and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and TAs have received appropriate and extensive CPD linked to areas of development in the curriculum or to provide intervention support.</li> </ul>	
Light tough review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>: The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>
Anticipated Expenditure	£9,000	£10,000	

Intervention:	<b>Detailed monitoring of progress being made by children in the Pupil Premium group and of the success of interventions that are in place.</b>		
Category:	Targeted Academic Support		
Intended Outcomes:	<ul style="list-style-type: none"> <li>Interventions that are used are monitored to ensure that they are securing accelerated progress</li> <li>The progress that is made by children in the Pupil Premium group is at least in line with the national</li> <li>The difference in attainment for PP and non PP is diminishing.</li> </ul>	Success Criteria:	<ul style="list-style-type: none"> <li>A clear system is in place for monitoring and evaluating interventions.</li> <li>Attainment for PP children is in-line with non PP</li> </ul>
Staff Lead:	Mrs Green		
Implementation	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<b>How will we implement this in year 1:</b> <ul style="list-style-type: none"> <li>Intervention groups are set up in Insight ( school tracking system) so that detailed monitoring and tracking can take place</li> <li>Development and setting up of interventions based on research</li> <li>Progress meetings take place on a termly basis to discuss class and individual progress</li> <li>A PP review meeting will take place each half term to discuss the progress of PP children specifically</li> <li>Close links made with monitoring interventions for PP and SEND groups – Deputy Head and SENCO working together to monitor implementation and delivery and effectiveness of all interventions</li> </ul>	<b>How will we implement this in year 2 (in the light of year 1 light-touch review):</b> <ul style="list-style-type: none"> <li>Review meetings reduced to termly as the review process using the school tracking system is embedded</li> <li>Review of monitoring system for interventions to be carried out, working with RH from St Mary's.</li> <li>A range of high quality, high -impact research- based interventions are in place</li> <li>Research into effective interventions to continue</li> </ul>	<b>How will we implement this in year 3 (in the light of year 1 light-touch review):</b> <ul style="list-style-type: none"> <li>Review process carried out by class teachers and monitored by SLT</li> <li>Review of intervention provision</li> </ul>
Light Touch Review Notes	<b>Annual review notes</b> <ul style="list-style-type: none"> <li>Intervention groups were set up in Insight</li> </ul>	<b>Annual review notes</b> <ul style="list-style-type: none"> <li>Termly progress meetings have taken place, in which PP group</li> </ul>	<b>Final review notes</b>

	<ul style="list-style-type: none"> <li>• Interventions and catch up programmes were put in place and discussed by class teachers, LG and SENCO</li> <li>• Termly progress meetings for PP group could not take place due to Covid 19 lockdown</li> <li>• Closer links were established between monitoring of PP and SEND outcomes but these need to be strengthened in next academic year.</li> </ul>	<p>progress and the progress of individual children is monitored.</p> <ul style="list-style-type: none"> <li>• EEF research materials have been consulted to ensure that interventions are likely to be effective and have high impact.</li> <li>• Effectiveness of interventions has been monitored.</li> </ul>	
Light tough review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected - March 2020</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul> <p>* _ For March 2020</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>: The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>
Anticipated Expenditure	£5,000	£3,000	

<b>Intervention:</b>	<b>1:1 reading support for PP children</b>		
<b>Category:</b>	Targeted Academic Support		
<b>Intended Outcomes:</b>	<ul style="list-style-type: none"> <li>For additional support in school to have been provided for PP children where parents/ children are not engaging with home reading activities</li> <li>For targeted children to have a more positive attitude to reading</li> <li>For the gap in attainment in reading between PP and non-PP children to have narrowed.</li> </ul>	<b>Success Criteria:</b>	<ul style="list-style-type: none"> <li>Pupils in targeted group show a positive and enthusiastic attitude to reading</li> <li>Targeted children have made accelerated progress in reading The gap in attainment in reading between PP and non-PP children has narrowed</li> </ul>
<b>Staff Lead:</b>	Mrs Green		
<b>Implementation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<b>How will we implement this in year 1:</b> <ul style="list-style-type: none"> <li>Audit of attainment for PP children</li> <li>Pupil voice survey of PP children to establish attitudes to reading and engagement with home reading</li> <li>Identification of target group</li> <li>Setting up of lunchtime/ assembly "Buddy System"</li> <li>Careful monitoring of system</li> </ul>	<b>How will we implement this in year 2 (in the light of year 1 light-touch review):</b> <ul style="list-style-type: none"> <li>Review of provision for 1:1 support</li> <li>Following audit of need, setting up new groups</li> <li>Pupil voice survey to be completed and actions taken in response to findings</li> <li>Setting up of Buddy system later in the year if the Covid -19 situation improves sufficiently</li> </ul>	<b>How will we implement this in year 3</b> <ul style="list-style-type: none"> <li><b>(in the light of year 1 light-touch review):</b></li> <li>Review of provision for 1:1 support</li> <li>Following audit of need, setting up new groups</li> </ul>
<b>Light Touch Review Notes</b>	<b>Annual review notes</b> <ul style="list-style-type: none"> <li>1:1 reading was set up in classes to support reading for those not having</li> </ul>	<b>Annual review notes</b> <ul style="list-style-type: none"> <li>Each class teacher has reviewed the pupils who are in need of</li> </ul>	<b>Final review notes</b>

	<p>regular support and encouragement at home.</p> <ul style="list-style-type: none"> <li>• Target Group identified</li> <li>• Buddy system not yet established</li> </ul>	<p>additional reading support either due to lack of progress or support at home.</p> <ul style="list-style-type: none"> <li>• Additional support has been provided.</li> <li>• Pupil voice survey was completed and was positive. It will be repeated to ensure continued progress.</li> </ul>	
Light touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected- March 2020</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>: The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>
Anticipated Expenditure	£3,000	£5,000	

<b>Intervention:</b>	<b>Mental toughness intervention</b>		
<b>Category:</b>	Targeted Academic Support		
<b>Intended Outcomes:</b>	<ul style="list-style-type: none"> <li>For targeted group of PP children to be more resilient and able to cope with academic demands</li> <li>For the children in the targeted groups to make accelerated progress</li> <li>For the gap to have narrowed between PP and non PP groups</li> </ul>	<b>Success Criteria:</b>	<ul style="list-style-type: none"> <li>Intervention to have been set up and carried out according to the plan</li> <li>For progress for the targeted group/ groups to be at least in line with national figures</li> <li>For the attainment gap to have closed between the targeted children and non PP children</li> </ul>
<b>Staff Lead:</b>	Mrs Coppell		
<b>Implementation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<b>How will we implement this in year 1:</b> <ul style="list-style-type: none"> <li>Review of attainment and progress and attitudes to working, for PP children in order to identify barriers to learning and to identify groups that would potentially benefit from the mental toughness intervention</li> <li>Baseline questionnaire to be carried out with PP children</li> <li>JC to familiarise herself with mental toughness materials ( training as required from LG and TP )</li> <li>First groups to begin after half term. 2 groups – (15 minutes X3 each week)</li> <li>Repeat of questionnaire</li> </ul>	<b>How will we implement this in year 2 (in the light of year 1 light-touch review):</b> <ul style="list-style-type: none"> <li>Adapt group size and frequency of intervention.</li> <li>Set up and run new groups</li> </ul>	<b>How will we implement this in year 3 (in the light of year 1 light-touch review):</b> <ul style="list-style-type: none"> <li>Adapt group size and frequency of intervention.</li> <li>Set up and run new groups</li> </ul>

Light Touch Review Notes	<p><b>Annual review notes</b></p> <ul style="list-style-type: none"> <li>• A review of the attainment and progress and attitudes of PP children was carried out.</li> <li>• JC familiarised herself with the materials for Mental Toughness</li> <li>• A group of Y6 children was set up and after initial questionnaire was completed, the group participated in regular sessions</li> <li>• Informal feedback from the sessions was positive but it was not possible to complete all of the sessions or the final questionnaire due to Covid- 19 lockdown.</li> </ul>	<p><b>Annual review notes</b></p> <ul style="list-style-type: none"> <li>• Groups of children from KS2 were identified as needing intervention to develop greater resilience, confidence and self-belief.</li> <li>• Mental toughness interventions were run by the pastoral manager.</li> </ul>	<p><b>Final review notes</b></p>
Light tough review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• <b>As expected –March 2020</b></li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• <b>Below expectations</b></li> <li>• Far below expectations</li> </ul>	<p>: The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>
Anticipated Expenditure	£4,000	£3,000	

Intervention:	<ul style="list-style-type: none"> <li>Specialist sports provision and extended PE lessons to encourage healthy life-style and an aspiration of an active future.</li> </ul>		
Category:	Wider Strategies		
Intended Outcomes:	<ul style="list-style-type: none"> <li>The quality of sport provision is improved</li> <li>All children will have access to two hours of good quality PE lessons each week</li> <li>Children will be encouraged to participate in a wide range of active extra-curricular activities</li> <li>Pupil Premium children access extra- curricular activities</li> </ul>	Success Criteria:	<ul style="list-style-type: none"> <li>PE is delivered by a PE specialist who has received good quality training</li> <li>Timetables show each class is allocated two hours of physical activity each week</li> <li>A wide range of active extra-curricular sports are available for both Key Stages</li> </ul>
Staff Lead:	Mrs Talbot		
Implementation	Year 1	Year 2	Year 3
	<p><b>How will we implement this in year 1:</b></p> <ul style="list-style-type: none"> <li>Sports specialist appointed as HLTA to deliver high quality sports provision</li> <li>CPD provided to ensure that HLTA has training and qualifications in the full range sports and dance provision</li> <li>Extra-curricular activities provided for both Key Stages</li> <li>25% of the children that attended after school sports club were from the PP group. This represented 30% of the PP children in the PP group</li> </ul>	<p><b>How will we implement this in year 2 (in the light of year 1 light-touch review):</b></p> <ul style="list-style-type: none"> <li>Continued CPD</li> <li>Extending the range and frequency of extra-curricular provision</li> <li>Active extra-curricular provision for EYFS children</li> <li>Extending uptake of extra-curricular activities by PP children</li> </ul>	<p><b>How will we implement this in year 3 (in the light of year 1 light-touch review):</b></p> <ul style="list-style-type: none"> <li>Continued CPD</li> <li>Continuing to provide wide range of active extra-curricular activities for all children, ensuring increased uptake by PP children</li> </ul>

Light Touch Review Notes	<p><b>Annual review notes</b></p> <ul style="list-style-type: none"> <li>• Sports specialist was appointed as HLTA</li> <li>• Appropriate CPD completed</li> <li>• Extra- curricular activities were provided for both Key Stages</li> <li>•</li> </ul>	<p><b>Annual review notes</b></p> <ul style="list-style-type: none"> <li>• The range of extra-curricular provision was limited due to Covid and Covid restrictions.</li> <li>• Extra-curricular clubs were set up when full classes returned to school.</li> <li>• The involvement of PP children in extra-curricular activities will be encouraged and monitored in the next academic year.</li> </ul>	<p><b>Final review notes</b></p>
Light tough review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• <b>As expected</b></li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• <b>Below expectations</b></li> <li>• Far below expectations</li> </ul>	<p>: The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>
Anticipated Expenditure	£18,000	£10,000	

<b>Intervention:</b>	Continuing to develop the role of the Pastoral Manager		
<b>Category:</b>	Wider Strategies		
<b>Intended Outcomes:</b>	<ul style="list-style-type: none"> <li>For attendance to continue to improve</li> <li>For the gap in attendance between PP and others to continue to narrow</li> <li>For the Pastoral Manager to be trained to deliver a range of specialist non-academic interventions aimed at improving children's readiness to learn</li> <li>Non-academic barriers to learning to learning to have been addressed and have impacted on academic achievement</li> </ul>	<b>Success Criteria:</b>	<ul style="list-style-type: none"> <li>Attendance has improved and is consistently at least in line with the national figures</li> <li>For attendance for the PP group to be in line with attendance for the non PP</li> <li>Improved attainment across the curriculum</li> <li>The attainment gap between PP and non-PP children to have narrowed</li> </ul>
<b>Staff Lead:</b>	Mrs Coppell		
<b>Implementation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<p><b>How will we implement this in year 1:</b></p> <ul style="list-style-type: none"> <li>The pastoral manager to continue to monitor attendance and challenge absence, including the issuing of EPN notices</li> <li>Pastoral Manager to receive training in specialist intervention including Theraplay and The Theory and practice of Nurture</li> <li>For assessment of needs to have taken place and specialist interventions to be timetables in, as appropriate</li> <li>The pastoral Manager to have taken on the role of PSHE lead and to ensure full implementation of the SCARF curriculum which includes relationship and sex education</li> </ul>	<p><b>How will we implement this in year 2 (in the light of year 1 light-touch review):</b></p> <ul style="list-style-type: none"> <li>The pastoral manager to continue to monitor attendance and challenge absence, including the issuing of EPN notices</li> <li>Review of provision and impact</li> <li>Further specialist training as required</li> <li>Appropriate interventions in place</li> <li>Completion of the consultation process and full implementation of RSE</li> <li>Monitoring of SCARF and Relationship education by the Pastoral Manager</li> </ul>	<p><b>How will we implement this in year 3 (in the light of year 1 light-touch review):</b></p> <ul style="list-style-type: none"> <li>The pastoral manager to continue to monitor attendance and challenge absence, including the issuing of EPN notices</li> <li>Review of provision and impact</li> <li>Further specialist training as required</li> <li>Appropriate interventions in place</li> <li>Monitoring of SCARF and Relationship education by the Pastoral Manager</li> </ul>

Light Touch Review Notes	<p><b>Annual review notes</b></p> <ul style="list-style-type: none"> <li>• Attendance figures have been monitored closely by the pastoral lead and EPN system is in operation.</li> <li>• Pastoral lead has completed training including Theraplay, Nurture and Writing and Talking</li> <li>• Assessment of needs has taken place and interventions have taken place. This was interrupted however by Covid 19- (vulnerable children were carefully monitored during lockdown)</li> <li>• Pastoral lead has taken on the role PSHE lead and has started monitor the delivery of PSHE prior to lockdown. Full implementation of RSE has been delayed nationally as the consultation period has been interrupted by lockdown restrictions.</li> </ul>	<p><b>Annual review notes</b></p> <ul style="list-style-type: none"> <li>• The pastoral manager has continued to monitor attendance closely and challenge persistent absence.</li> <li>• EPNs have not been issued by the LA during this year.</li> <li>• JC (Pastoral Manager) has received additional training to support the needs of the children. This has included training to support mental health needs.</li> <li>• The consultation process for RSE has taken place and curriculum plans are in place.</li> <li>• The SCARF program has been monitored and recommendations made to staff to support future work.</li> </ul>	<p><b>Final review notes</b></p>
Light tough review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• <b>As expected</b></li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• <b>As expected</b></li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>: The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>
Anticipated Expenditure	£21,000	£15,000	

Intervention:	<ul style="list-style-type: none"> <li>• Setting up of a community area to encourage parental involvement with school.</li> </ul>		
Category:	Wider Strategies		
Intended Outcomes:	<ul style="list-style-type: none"> <li>• To strengthen links with the community</li> <li>• To strengthen links with parents</li> <li>• To develop a library/ IT area</li> <li>• To develop a purposeful but yet relaxing area that can be accessed by school and the community, which can also be used by classes for small group and intervention groups</li> </ul>	Success Criteria:	<ul style="list-style-type: none"> <li>• The Small Hall area in school has been redecorated and furnished to provide a multi-use space to benefit both school and community groups</li> <li>• For the area to be accessed be parent/ community groups for example, for parenting support groups, financial support groups, CV/ job application workshops, reading events with children, , small scale library facilities, meetings, or coffee mornings</li> </ul>
Staff Lead:			
Implementation	Year 1	Year 2	Year 3
	<p><b>How will we implement this in year 1:</b></p> <ul style="list-style-type: none"> <li>• Consultation with representatives for The Deal applications</li> <li>• Meetings with interested parties to assess need and anticipated involvement</li> <li>• Plans draw up for innovative use of the space to meet expected use.</li> <li>• Estimates for costings obtained</li> <li>• Application submitted for The Deal funding</li> </ul>	<p><b>How will we implement this in year 2 (in the light of year 1 light-touch review):</b></p> <ul style="list-style-type: none"> <li>• As no funding was secured alternative plans and timescales will be established for the development of the hall area.</li> </ul>	<p><b>How will we implement this in year 3 (in the light of year 1 light-touch review):</b></p> <ul style="list-style-type: none"> <li>• Monitoring success</li> <li>• Revision of the use in the light of review information</li> </ul>

Light Touch Review Notes	<p><b>Annual review notes</b></p> <ul style="list-style-type: none"> <li>• Consultations took place with representatives from Wigan Council for The Deal application</li> <li>• Meetings took place with interested parties including Bamfurlong Community Group</li> <li>• Plans were drawn up detailing use of the space to meet expected needs</li> <li>• Application was submitted but was unsuccessful</li> </ul>	<p><b>Annual review notes</b></p> <ul style="list-style-type: none"> <li>• Access to school by the community has not been possible this year.</li> <li>• The hall space has been used increasingly for group work and interventions.</li> <li>• Plans are in place to provide updated furniture to make the area more attractive and functional.</li> </ul>	<p><b>Final review notes</b></p>
Light touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• <b>As expected</b></li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• <b>Below expectations</b></li> <li>• Far below expectations</li> </ul>	<p>: The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations</li> <li>• Above expectations</li> <li>• As expected</li> <li>• Below expectations</li> <li>• Far below expectations</li> </ul>
Anticipated Expenditure	£2,000	£2,000	

