

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	
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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"> All teachers have a clear understanding of knowledge and skills that are to be taught in their year group 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 Improvement in standards as evidenced in book scrutiny, observations and pupils' understanding and ability to discuss their learning Purchase of curriculum support materials Purchase of subscriptions for Literacy support Purchase of online curriculum planning resource 	Success Criteria:	<ul style="list-style-type: none"> All teachers will have received training to support them in auditing the curriculum Action Plans in place for each subject area Clear progression plans in place for each subject area Clear curriculum drivers in place with a framework for knowledge and skills development Improved standards across the curriculum
Staff Lead:	Mrs Talbot		
Implementation	Year 1	Year 2	Year 3
	<p>How will we implement this in year 1:</p> <ul style="list-style-type: none"> ECM subject leader training. (2X twilights) Time allocated for subject leaders to work on development of action plans and progression documents Curriculum Design training for SLT Formulation of Curriculum Intent Plan Curriculum plan for all subjects in place for English history, geography and science. 	<p>How will we implement this in year 2 (in the light of year 1 light-touch review):</p> <ul style="list-style-type: none"> New audit to take place and second set of curriculum action plans put in place Subject leader time allocated for leaders to continue to work on and refine progression documents Detailed plans and progression documents in place for all curriculum areas. 	<p>How will we implement this in year 3 (in the light of year 1 light-touch review):</p> <ul style="list-style-type: none"> Monitoring and review of curriculum plans and progression documents Adaptation and modification of plans as appropriate, in the light of the review.
Light Touch Review	Annual review notes	Annual review notes	Final review notes

Notes			
Light tough review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	<p>: The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations
Anticipated Expenditure	£7,000		

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

Notes			
Light tough review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	<p>: The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations
Anticipated Expenditure	£3.000		

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

Light Touch Review Notes	Annual review notes	Annual review notes	Final review notes
Light tough review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	: The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations
Anticipated Expenditure	£7,000		

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"> All class teachers have received good quality CPD which has enhances curriculum knowledge Standards are raised across the curriculum 	Success Criteria:	<ul style="list-style-type: none"> Monitoring shows that teachers have good curriculum and subject knowledge Internal monitoring shows that standards are improving in all curriculum areas Standards for PP and “ all others” are at least in line with national figures
Staff Lead:	Mrs Talbot		
Implementation	Year 1	Year 2	Year 3
	How will we implement this in year 1: <ul style="list-style-type: none"> Teacher CPD needs assessed by GT in the light of SIP, progress meetings, staff appraisal and monitoring Teaching Assistant CPD needs assessed by LG in the light of SIP and TA appraisals and monitoring A programme of good quality CPD planned and implemented 	How will we implement this in year 2 (in the light of year 1 light-touch review): <ul style="list-style-type: none"> Continuation of programme of CPD for all staff 	How will we implement this in year 3 (in the light of year 1 light-touch review): <ul style="list-style-type: none"> Continuation of programme of CPD for all staff
Light Touch Review Notes	Annual review notes	Annual review notes	Final review notes
Light tough review overall assessment	The intervention is performing: <ul style="list-style-type: none"> Far above expectations 	The intervention is performing: <ul style="list-style-type: none"> Far above expectations 	: The intervention is performing: <ul style="list-style-type: none"> Far above expectations

	<ul style="list-style-type: none"> • Above expectations • As expected • Below expectations • Far below expectations 	<ul style="list-style-type: none"> • Above expectations • As expected • Below expectations • Far below expectations 	<ul style="list-style-type: none"> • Above expectations • As expected • Below expectations • Far below expectations
Anticipated Expenditure	£9,000		

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

Light tough review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	: The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations
Anticipated Expenditure	£5,000		

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

overall assessment	<ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	<ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	<ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations
Anticipated Expenditure	£3,000		

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

Light Touch Review Notes	Annual review notes	Annual review notes	Final review notes
Light touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	: The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations
Anticipated Expenditure	£4,000		

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

Light Touch Review Notes	Annual review notes	Annual review notes	Final review notes
Light tough review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	: The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations
Anticipated Expenditure	£18,000		

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

Light Touch Review Notes	Annual review notes	Annual review notes	Final review notes
Light touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	<p>: The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations
Anticipated Expenditure	£21,000		

Intervention:	<ul style="list-style-type: none"> • Setting up of a community area to encourage parental involvement with school. 		
Category:	Wider Strategies		
Intended Outcomes:	<ul style="list-style-type: none"> • To strengthen links with the community • To strengthen links with parents • To develop a library/ IT area • 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 	Success Criteria:	<ul style="list-style-type: none"> • The Small Hall area in school has been redecorated and furnished to provide a multi-use space to benefit both school and community groups • 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
Staff Lead:			
Implementation	Year 1	Year 2	Year 3
	<p>How will we implement this in year 1:</p> <ul style="list-style-type: none"> • Consultation with representatives for The Deal applications • Meetings with interested parties to assess need and anticipated involvement • Plans draw up for innovative use of the space to meet expected use. • Estimates for costings obtained • Application submitted for The Deal funding 	<p>How will we implement this in year 2 (in the light of year 1 light-touch review):</p> <ul style="list-style-type: none"> • Funding secured and work carried out to transform the space • Timetable put in place for use of the area • Use monitored and success assessed 	<p>How will we implement this in year 3 (in the light of year 1 light-touch review):</p> <ul style="list-style-type: none"> • Monitoring success • Revision of the use in the light of review information

Light Touch Review Notes	Annual review notes	Annual review notes	Final review notes
Light touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	: The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations
Anticipated Expenditure	£2,000		

Intervention:			
Category:			
Intended Outcomes:	•	Success Criteria:	•
Staff Lead:			
Implementation	Year 1	Year 2	Year 3
	How will we implement this in year 1:	How will we implement this in year 2 (in the light of year 1 light-touch review):	How will we implement this in year 3 (in the light of year 1 light-touch review):
Light Touch Review Notes	Annual review notes	Annual review notes	Final review notes
Light touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	: The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations