

Croxby Primary Academy

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 academy's development plan. This enables us to implement a combination of short, medium and long-term interventions and align our use of the PPG with wider academy improvements, whilst improving outcomes for pupils in receipt of the PPG.

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 academy 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 high quality Wave 1 teaching in every class for every pupil
- 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
- Providing wider academy experiences for pupils who need them most

Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Only approximately 50% of pupils starting academy at age related expectations.	Attendance for PP pupils is below 95% and below non-PP pupils.
Low reading and communication skills, including limited range of vocabulary.	Lack of parental engagement and support at home with homework etc.
No academy nursery which hinders pupils' academy readiness.	Lack of experiences outside academy
Low meta-cognition and problem solving skills	Lack of ability to work effectively with others

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:

Explore

- Identify a key priority that we can address

- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the academy

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the academy 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. Teaching
2. Targeted academic support
3. Wider strategies

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

Quality of teaching

1. Professional development: Reduction of one-size fits all weekly staff meeting sessions. CPD is tailored to the individual. Regular coaching and mentoring sessions to support teachers with their personalised CPD.
2. Termly MER which has clear foci and builds in opportunities to revisit areas of concern.

Targeted academic support

1. Focus on theme through the Croxby Curriculum, including the use of knowledge organisers and ICT based quizzes to increase knowledge and vocabulary.
2. Small group pre-teach sessions: including speaking and listening, phonics and targeted maths and reading sessions, held in the afternoon by the academy's TAs.
3. Pathway English and Maths teaching for pupils who need to access a different stage to their peers.
4. Academy wide focus on raising the profile of reading and introducing strategies to encourage increase in reading attainment.

Wider strategies

1. Parental engagement: regular non-threatening opportunities for parents to come into academy.

2. Provision of places for enrichment activities funded or part-funded by academy which pupils may otherwise not be able to experience.
3. Provision of specialist teachers to provide experiences for pupils including NAPA, music lessons and a sports coach. All staff to hold termly after-academy clubs to provide additional experiences for pupils.
4. Attendance: full time attendance officer employed in academy to improve attendance and foster links with parents

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.

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 head-teacher and Disadvantage Champion are 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 academy 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 academy publishes its strategy for using the pupil premium and performance tables on the academy website.

Our funding

Funding summary: Year 1					
Total number of pupils	302	PPG received per pupil	£1,320 (2,300 for PLAC)	Indicative PPG as advised in Academy Budget Statement	£66,000
		Number of pupils eligible for PPG	50	Actual PPG budget	£66,000
Funding summary: Year 2					
Actual pupil numbers	293				

Actual number of pupils eligible for PPG	58
	£76560
Funding estimate: Year 3	
Estimated pupil numbers	260
Estimated number of pupils eligible for PPG	40
Estimated funding	£52,800

Intervention planning in full

Intervention:	Professional development: Reduction of one-size fits all weekly staff meeting sessions. CPD is tailored to the individual. Regular coaching and mentoring sessions to support teachers with their personalised CPD.		
Category:	Quality of teaching		
Intended outcomes:	To improve the quality of teaching and ensure that all teachers are at least 'good' by the end of year 3.	Success criteria:	Every teacher has been judged at least 'good' by internal assessment.
Staff lead:	SLT		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>All teaching staff will receive half termly coaching or mentoring sessions which will result in support/training etc. tailored to their specific needs.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>All teaching staff will continue to receive half termly coaching or mentoring sessions, which will result in support/training etc. tailored to their specific needs.</p> <p>Support Plan in place for the member of staff whose teaching was judged to 'not be effective' during last academic year.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>In the Autumn Term, the number of 'good' teachers in the academy was 11.5/12. (96%)</p> <p>Prior to Covid 19, a plan to support the member of staff whose teaching was judged 'not to be effective' was in place.</p> <p>In relation to the half termly coaching and mentoring sessions, a staff survey showed that the majority of staff consider it is having a positive impact on their well-being and development. Only one teacher highlighted that it hadn't improved their practice in a recent survey conducted.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£4500	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same <input type="checkbox"/>
			Year 2	£4500	Year 3	£4500
	Total anticipated expenditure:	£13500				
Actual expenditure	Year 1	£4500	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Termly MER which has clear foci and builds in opportunities to revisit areas of concern.		
Category:	Quality of teaching		
Intended outcomes:	To have a clear, rigorous system of monitoring all aspects of teaching and learning which identifies any concerns in order for them to be addressed and revisited.	Success criteria:	All Wave 1 teaching and learning is judged to be at least 'good' by internal assessment.
Staff lead:	SLT		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>A termly MER with dates for completion will be created by the SLT and shared with all members of staff involved with its implementation. All findings will be recorded on an MER summary document in order to give an overview of findings.</p> <p>Any staff who have not achieved a 'yes' on the summary document will receive immediate feedback and a discussion will take place in order to support them in fulfilling this area. A review will take place at a later date to ensure that a 'yes' has been achieved, if not further support will be implemented.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>The implementation of the termly MER will continue this year with some minor tweaks. We have lengthened the time of a deep dive to be over two weeks and given it a set focus depending upon the T and L focus.</p> <p>A Support Plan is in place for the member of staff not yet deemed to be 'effective'.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>The number of Wave 1 teachers judged to be 'effective' by internal assessment is 11/12.</p> <p>Overall the MER shows a reduction in the number of 'nos' over time when areas are reviewed. For example, in the Maths Deep Dives conducted in September and February there was a reduction of 100%. In the Reading Deep Dives there was a reduction of 57%. The Writing Compliance reviews, which took place, showed a reduction of 100% of 'nos' between September and January.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£2000	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same <input type="checkbox"/>
			Year 2	£2000	Year 3	£2000
	Total anticipated expenditure:	£6000				
Actual expenditure	Year 1	£2000	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Focus on theme through the Croxby Curriculum, including the use of knowledge organisers and ICT based quizzes to increase knowledge and vocabulary.		
Category:	Targeted academic support		
Intended outcomes:	Increase knowledge, vocabulary and understanding in theme subjects.	Success criteria:	Children are achieving an above average increase in their end of theme quizzes.
Staff lead:	Theme Leader		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Implement whole term theme foci to enable deeper understanding. Focus on the use of knowledge organisers in class and at home. Implement use of Kahoot quizzes and Quizlet revision strategies to support increased knowledge and vocabulary.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>This approach has been developed to include timetabled, regular retrieval sessions of prior learning in theme, RE and science.</p> <p>Retrieval of knowledge from previous terms and year groups has also been implemented.</p> <p>The use of online quizzes (using Kahoot) has also been developed, to include spaced retrieval testing of prior learning, including that from previous year groups.</p> <p>Kahoot testing in other areas, such as vocabulary and RE, have also been implemented.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>On average, pupils started their themes having 35% of the required knowledge. This increased to 62% at the end of Autumn Term 1 then finished Autumn Term 2 with 79% of the knowledge secured.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected ✓ • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£0	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same <input type="checkbox"/>
			Year 2	£0	Year 3	£0
	Total anticipated expenditure:	£0				
Actual expenditure	Year 1	£0	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Small group pre-teach sessions: including speaking and listening, phonics and targeted maths and reading sessions, held throughout the day by the academy's TAs.		
Category:	Targeted academic support		
Intended outcomes:	To ensure that any gaps in learning in maths are filled in order to facilitate future learning. To develop speaking and listening skills to support attainment in all areas of the curriculum. To raise attainment in reading.	Success criteria:	Children in receipt of maths pre-teaching will achieve higher effect sizes than their peers. Ch. accessing speech and listening intervention will achieve the objectives set by the SALTs. Children accessing reading intervention will increase their attainment in reading. Children accessing FS talking and listening group will achieve GLD in these areas.
Staff lead:	Disadvantage Champion		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Each phase will receive at least 5 intervention sessions per week (4 to be maths and 1 to be reading). Staff will identify focus pupils and key objectives to be covered during the sessions. TAs will given planning and preparation time for these interventions.</p> <p>The school will purchase sessions of online S&L training with Mabel for individuals to access. There will also be some TA support to implement news skills during the week.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Due to the Covid 19 situation and the non-mixing of bubbles, the school is limited in being able to provide pre-teach sessions with groups at the current time.</p> <p>Where possible, there will continue to be some intervention support for pupils not on track to reach national expectations, in particular those who are Disadvantaged.</p> <p>In FS a Speaking and Listening intervention for pupils working below age</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

	<p>There will be a daily talking and listening group held with FS pupils to help develop these skills.</p> <p>In all the above interventions PP pupils will be the first consideration when choosing which children will access them.</p>	<p>related expectations will be run by one of the TAs in the unit.</p> <p>Pupils in KS1, who are not on track in phonics, will receive 3-4 additional phonics sessions per week from a TA.</p> <p>A TA will be used in KS2, in the mornings, to focus on 1 to 1 readers who need additional reading opportunities. This will take place in the afternoons in KS1.</p> <p>In Year 6, a TA will be used to support individuals and small groups in Reading, Writing and Maths who are not on track to reach age related expectations.</p>	
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>100% of FS pupils who were involved in the Speaking and Listening intervention moved at least 1 milestone in this area and 40% were on track to achieve GLD in speaking by the end of the year.</p> <p>100% of pupils who accessed Mable Therapy achieved 75% or above progress towards their targets in the sessions.</p> <p>100% of PP pupils working below age related expectations received regular additional 1 to 1 reading sessions with a TA. Although some progress was seen in the classrooms, lockdown due to Covid 19, prevented us from seeing the final impact of these sessions.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£ 19000	Is expenditure anticipated to increase, decrease or remain the same?	Decrease	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same
			Year 2	£12500	Year 3	£12500
	Total anticipated expenditure:	£44000				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£19000	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? <input type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Pathway English and Maths teaching for pupils who need to access a different stage to their peers.		
Category:	Targeted academic support		
Intended outcomes:	To enable pupils to access a different learning pathway in reading, maths and writing as required.	Success criteria:	Pupils are narrowing the gap in attainment between them and their peers and are making at least expected progress in all maths, reading and writing. Their effect sizes in maths are at least in line with their peers.
Staff lead:	Disadvantage Champion		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>A small group of pupils, as appropriate, will receive teaching on a different pathway to their peers, delivered by TAs. Teachers will produce suitable planning and resources for these pupils and they will work in or out of the classroom as appropriate. Attainment of these groups will be closely monitored by class teachers.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Due to the situation with Covid 19 and bubbles, pathway children will access their learning in their class.</p> <p>All writing, reading, maths and phonics (KS1) lessons are recorded on TEAMS. This enables pathway children to access their learning from different year groups as required.</p> <p>The use of LBQ online maths lessons has been implemented across KS2 and this enables pathway pupils to access their maths sessions from a lower year group if required.</p> <p>Some pupils working on a different pathway are based in the EPR (Enhanced</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

		Provision Room) and staff are able to support them to access appropriate learning from other year groups using the saved lessons and resources.	
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>70% of pre-teach maths groups across the school gained increased effect sizes in maths versus the other pupils.</p> <p>43% of pupils receiving pupil premium across the school gained increased effect sizes in maths versus the other pupils.</p> <p>During the lockdown period, due to Covid 19, online work was provided for all pupils including Pathway pupils who were able to access work at a level suitable for them.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£13000	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same
			Year 2	£13000	Year 3	£13000
	Total anticipated expenditure:	£39000				
Actual expenditure	Year 1	£13000	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Academy wide focus on raising the profile of reading and introducing strategies to encourage increase in reading attainment.		
Category:	Targeted academic support		
Intended outcomes:	To increase the number of pupils, in all groups, that are achieving age related expectations and above so that it is at least in line with national percentages.	Success criteria:	PP and non-PP pupils have increased their attainment in reading to achieve at least national figures.
Staff lead:	Literacy Lead		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>A TA will have the role of Reading Champion in the school. She will raise the focus of reading by checking and rewarding children who read at home.</p> <p>Certificates will be awarded to classes with the most children who read at home.</p> <p>In the mornings and afternoons, some TAs will be used for additional 1 to 1 reading sessions with focus children.</p> <p>PP pupils will be the first consideration when choosing children who will access the additional reading sessions.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>A TA will be used in KS2, in the mornings, to focus on 1 to 1 readers who need additional reading opportunities. This will take place in the afternoons in KS1.</p> <p>The focus of the pupils chosen for above TA will be disadvantaged, SEND pupils and the lowest 20% reading ability pupils.</p> <p>Improvements have been made to the current Booktalk system for reading. KS2 pupils will record online using Purple Mash. For the Friday recording sessions, pupils will use the same text for the first three weeks of vocabulary, retrieval and inference questions. An unseen text will be used for the fourth week and a mix of questions from the three areas above.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Reading outcomes from the end of the Autumn term showed that across the school, Disadvantaged pupils' outcomes were broadly in line with the national picture for 2019 and in KS1 were in line with and above all pupils.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected ✓ • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£ 13000	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same
			Year 2	£13000	Year 3	£13000
	Total anticipated expenditure:	£39000				
Actual expenditure	Year 1	£39000	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Parental engagement: regular non-threatening opportunities for parents to come into academy.		
Category:	Wider strategies		
Intended outcomes:	Increased number of parents of parents who attend events at Croxby, including weekly Special Mentions assemblies and termly house class afternoons.	Success criteria:	Increased percentage of parents, including those of PP pupils, attended events at school.
Staff lead:	SLT		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Parents will be invited to attend weekly special mentions assemblies in school.</p> <p>Parents will be invited to attend termly fun house class sessions, where they can work with all their children to complete activities.</p> <p>Parents will be invited to attend the academy art festival in the summer term to see the pupil's work.</p> <p>Members of SLT will be on the academy's gates to develop positive, non-threatening relationships with parents.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>At the current time parents are unable to come into school due to Covid-19.</p> <p>SLT members will continue to be on the academy's gates to help develop positive, non-threatening relationships with parents.</p> <p>Regular communication with parents via email and phone calls will continue to take place.</p> <p>Parents are able to access lessons and learning resources online for their children if they are at home via TEAMS, Purple Mash and LBQ.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>In the Autumn term a Christmas Craft afternoon was run for parents in house classes, 27% of the PP families attended. This shows a small increase from the previous Easter House Class event.</p> <p>Due to Covid 19, the admission of parents into the academy ceased in March 2020.</p> <p>The academy arts festival still took place in the summer term and pupils were able to upload pieces to enter.</p> <p>An online Easter competition also took place for pupils to enter.</p> <p>During the wider opening of school in June, SLT continued to be on the academy's gates to develop positive, non-threatening relationships with parents, as well as ensuring safety by helping parents adhere to the one-way system.</p> <p>During the Covid 19 lockdown, all parents were contacted and offered support by the school and all families who did not respond were visited at home. Families who did not have appropriate IT in place for pupils to access the online work provided, were delivered paper copies to their homes.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
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Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations ✓ (due to Covid 19) • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£0	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same <input type="checkbox"/>
			Year 2	£0	Year 3	£0
	Total anticipated expenditure:	£0				
Actual expenditure	Year 1	£0	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	
	Total actual expenditure:	£				

Intervention:	Provision of places for enrichment activities funded or part-funded by academy which pupils may otherwise not be able to experience.		
Category:	Wider strategies		
Intended outcomes:	PP pupils who may not otherwise be able to afford certain enrichment activities will be supported financially by the school in order to attend these.	Success criteria:	Financial restraints will not have prevented any PP pupils from attending any enrichment opportunities on offer.
Staff lead:	Disadvantage Champion		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>The families of PP pupils who do not sign up for certain enrichment activities, such as trips and visits will be contacted to check that finance is not a barrier and help offered as appropriate.</p> <p>When additional enrichment opportunities, such as events at other schools, are on offer, places for PP pupils will be a priority.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Due to Covid 19 there will be no trips or visitors into school at the current time.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Prior to lockdown three trips took place in school.</p> <p>Jorvik Trip (Year 3) two Disadvantaged pupils were funded.</p> <p>Sea Life Centre (KS1) one Disadvantaged pupil was funded.</p> <p>Ferens Art Gallery (KS2) three Disadvantaged pupils were funded.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations ✓ (Due to Covid 19) • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£1000	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same
			Year 2	£1000	Year 3	£1000
	Total anticipated expenditure:	£3000				
Actual expenditure	Year 1	£1000	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Provision of specialist teachers to provide experiences for pupils including NAPA, music lessons and a sports coach. All staff to hold termly after-academy clubs to provide additional experiences for pupils.		
Category:	Wider strategies		
Intended outcomes:	Provide a wide range of opportunities for pupils to develop their skills, knowledge and interest in other areas, such as dance, music and sports.	Success criteria:	All pupils will have accessed a variety of specialist teaching and increased their skills in these areas. At least 50% of PP pupils will have attended at least one of the after-academy clubs run by staff.
Staff lead:	SLT		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>The academy's sports coach will be in school for two days a week to deliver PE lessons in many classes. He will also provide after-school football clubs for all children to attend.</p> <p>The school will buy in a teacher from NAPA for two days a week to deliver dance and singing sessions to all pupils in school.</p> <p>The school will employ a music teacher from the ER to deliver ukulele lessons for all pupils in KS2.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Due to Covid 19 the sport's coach is unable to deliver PE lessons at the current time in order to maintain the bubbles.</p> <p>There will be no after-school clubs run by teachers at the current time.</p> <p>The school will continue to buy in a teacher from NAPA for two days a week to deliver dance and singing sessions to all pupils in school over the year.</p> <p>The school will continue to employ a music teacher from the ER to deliver ukulele lessons and glockenspiel lessons for all pupils in KS2.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

	<p>All teaching staff in school will provide an after-school club for pupils, covering a wide range of areas.</p>		
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Up to lockdown all Disadvantaged pupils accessed NAPA in year groups chosen for Autumn and Spring term.</p> <p>All Disadvantaged KS2 pupils received ukulele lessons up until lockdown.</p> <p>42% of Disadvantaged pupils accessed at least 1 after-school club in the Autumn Term.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations ✓ (Due to Covid 19) • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£ 1000	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same
			Year 2	£1000	Year 3	£1000
	Total anticipated expenditure:	£3000				
Actual expenditure	Year 1	£3000	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Attendance: full time attendance officer employed in academy to improve attendance and foster links with parents		
Category:	Wider strategies		
Intended outcomes:	Help maintain the whole school's attendance levels at more than 95% and increase the percentage attendance of PP pupils. Reduce the number of PP pupils who are PAs (persistent absentees).	Success criteria:	The attendance of PP pupils will be at least at 95% and the gap between the attendance of PP and non-PP pupils will be reduced. The school's overall attendance figures to stay above 95%.
Staff lead:	Attendance Officer		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>There will be a full time attendance officer who also mans the school's front desk in order to develop positive relationships with parents.</p> <p>She will monitor attendance and liaise with the head teacher regarding any concerns.</p> <p>She will put in place any letters, meetings and plans re attendance which are required.</p> <p>In order to try to encourage children's participation in raising attendance levels, certificates for best attendance will be presented to individual classes on a weekly basis.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>There will be a full time attendance officer who also mans the school's front desk in order to develop positive relationships with parents on the phone.</p> <p>She will monitor attendance and liaise with the head teacher regarding any concerns.</p> <p>She will put in place any letters, meetings and plans re attendance which are required.</p> <p>Due to Covid 19, certificates for best attendance will not be used at the current time.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>The attendance figures for last year, prior to lockdown were 96.4% (whole school) and 93.6% (Disadvantaged pupils). This was lower than the previous year, 97.1 (whole school) and 94.8% (Disadvantaged pupils) however, this may have increased if lockdown had not happened.</p> <p>Prior to lockdown the percentage of PAs (Persistent Absentees) who were Disadvantaged pupils reduced from 53% in 2019-2020 to 43%.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£2000	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same
			Year 2	£2000	Year 3	£2000
	Total anticipated expenditure:	£6000				
Actual expenditure	Year 1	£2000	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				