**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

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| **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

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| 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 estimate: Year 2 |
| Estimated pupil numbers | 280 |
| Estimated number of pupils eligible for PPG | 45 |
| Estimated funding | £59,400 |
| Funding estimate: Year 3 |
| Estimated pupil numbers | 260 |
| Estimated number of pupils eligible for PPG | 40 |
| Estimated funding | £52,800 |

# Intervention planning in full

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| 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 |
| How we will implement this intervention in year 1:All teaching staff will receive half termly coaching or mentoring sessions which will result in support/training etc. tailored to their specific needs.  | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): |
| Light-touch review notes | Annual review notes: | Annual review notes: | Final review notes: |
| Light-touch review overall assessment | The intervention is performing:* Far above expectations 🞏
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| Anticipated expenditure | Year 1 | £4500 | 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 | £4500 | Year 3 | £4500 |
| Total anticipated expenditure: | £13500 |
| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 | Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 |
| Total actual expenditure: | £ |

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| Intervention: | Termly MER and 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 |
| How we will implement this intervention in year 1: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.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.  | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): |
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| 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 | £ | Year 2 | £ | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 | Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 |
| Total actual expenditure: | £ |

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| 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 |
| How we will implement this intervention in year 1: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.  | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): |
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| Anticipated expenditure | Year 1 | £0 | 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 | £0 | Year 3 | £0 |
| Total anticipated expenditure: | £0 |
| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 | Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 |
| Total actual expenditure: | £ |

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| 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 |
| How we will implement this intervention in year 1: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. 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.There will be a daily talking and listening group held with FS pupils to help develop these skills. In all the above interventions PP pupils will be the first consideration when choosing which children will access them.  | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): |
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| 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 1 | £ | Year 2 | £ | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 | Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 |
| Total actual expenditure: | £ |

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| 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 |
| How we will implement this intervention in year 1: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.  | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): |
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| 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 | £ | Year 2 | £ | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 | Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 |
| Total actual expenditure: | £ |

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| 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 |
| How we will implement this intervention in year 1: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. Certificates will be awarded to classes with the most children who read at home. In the mornings and afternoons, some TAs will be used for additional 1 to 1 reading sessions with focus children. PP pupils will be the first consideration when choosing children who will access the additional reading sessions.  | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): |
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| 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 | £ | Year 2 | £ | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 | Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 |
| Total actual expenditure: | £ |

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| 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 |
| How we will implement this intervention in year 1:Parents will be invited to attend weekly special mentions assemblies in school.Parents will be invited to attend termly fun house class sessions, where they can work with all their children to complete activities. Parents will be invited to attend the academy art festival in the summer term to see the pupil’s work. Members of SLT will be on the academy’s gates to develop positive, non-threatening relationships with parents.  | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): |
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 | The intervention is performing:* Far above expectations 🞏
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| Anticipated expenditure | Year 1 | £0 | 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 | £0 | Year 3 | £0 |
| Total anticipated expenditure: | £0 |
| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 | Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 |
| Total actual expenditure: | £ |

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| 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 |
| How we will implement this intervention in year 1: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. When additional enrichment opportunities, such as events at other schools, are on offer, places for PP pupils will be a priority.  | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): |
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| Light-touch review overall assessment | The intervention is performing:* Far above expectations 🞏
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| 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 | £ | Year 2 | £ | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 | Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 |
| Total actual expenditure: | £ |

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| 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 |
| How we will implement this intervention in year 1: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.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. The school will employ a music teacher from the ER to deliver ukulele lessons for all pupils in KS2. All teaching staff in school will provide an after-school club for pupils, covering a wide range of areas.  | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): |
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| 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 | £ | Year 2 | £ | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 | Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 |
| Total actual expenditure: | £ |

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| 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 |
| How we will implement this intervention in year 1:There will be a full time attendance officer who also mans the school’s front desk in order to develop positive relationships with parents.She will monitor attendance and liaise with the head teacher regarding any concerns. She will put in place any letters, meetings and plans re attendance which are required. 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.  | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): |
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| 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 | £ | Year 2 | £ | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 | Did expenditure increase, decrease or remain the same? | Increased 🞏Decreased 🞏Remained the same 🞏 |
| Total actual expenditure: | £ |