

Stoke Prior First School's second 3-year long-term pupil premium strategy (reviewed and updated July 2023)

This Strategy is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). The school's first plan covered 2019 -2022.

Our philosophy

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

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

Our priorities

Setting priorities is key to maximising the use of the PPG. At Stoke Prior First School we take a tiered approach to PPG spending

Our priorities are as follows:

1. Teaching – Spending on improving the teaching across our school. Ensuring that all children are taught by teachers performing at the highest level as a result of training and development.
2. Targeted academic support – Pupils are provided with high quality support when they need it.
3. Wider strategies – Specific strategies identified in relation to the school's own context such as attendance, social and emotional support.

Barriers to future attainment

| Academic barriers to attainment | Non-academic barriers to attainment |
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| Low levels of literacy | Lack of parental engagement |
| Poor language and communication skills | Lack of parental support around learning activities such as reading |
| Ongoing needs of teachers in terms of professional development | Low levels of aspiration |
| Lack of targeted support | Lack of focus and confidence due to poor mental health and wellbeing |

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| Lack of school readiness | Low levels of self-esteem |
| School closure due to Coronavirus pandemic | Lack of parental support for some pupils during periods of closure |

Our implementation process

We select a small number of priorities which gives 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.

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 three interventions. This focussed approach ensures the best chance of success for each intervention.

Quality of teaching

1. **Professional development for all staff in teaching for eg. facilitating high quality, carefully sequenced curriculum, early reading, oracy and vocabulary in the classroom**
2. **Professional development for all staff to better understand the social, emotional and behavioural needs of the pupils they teach**
3. **All teachers will have access to needs led professional development, identified as part of a rigorous performance management cycle.**

Targeted academic support

Structured interventions such as:

1. Small group tuition: Introducing targeted English, including early reading and maths teaching for pupils who are working towards age-related expectations
2. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using additional staff.

Full planning details for interventions are outlined in the section below

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. We undertake an annual light-touch review.

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

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

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

Accountability

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

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

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

The School’s Governing Body undertake a thorough annual review.

Our funding

| Funding summary: Year 1/2022-23 | | | | | |
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| Total number of pupils | 150 | PPG received per pupil | £1385 | Indicative PPG as advised in School Budget Statement | £18,923 |
| | | Number of pupils eligible for PPG | 16 | Actual PPG budget | £22,120 |
| Funding estimate: Year 2/23-24 | | | | | |
| Estimated pupil numbers | 150 | | | | |
| Estimated number of pupils eligible for PPG | 11 | | | | |
| Estimated funding | £ 17,080 | | | | |
| Funding estimate: Year 3/24-25 | | | | | |
| Estimated pupil numbers | 150 | | | | |

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| Estimated number of pupils eligible for PPG | Not known |
| Estimated funding | tbc |

Intervention planning in full

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| Intervention: | Professional development for all staff in teaching for eg. facilitating high quality, carefully sequenced curriculum, early reading, oracy and vocabulary across the curriculum | | |
| Category: | Quality of teaching | | |
| Intended outcomes: | Improve the quality of teaching in all lessons as a result of improved teaching of oracy and vocabulary for pupils. | Success criteria: | Lesson observations will show evidence of high quality, carefully sequenced curriculum, early reading, oracy/vocabulary. Subject matter will be presented clearly and appropriate discussion will move the learning on. |
| Staff lead: | LS | | |
| Implementation | Year 1 | Year 2 | Year 3 |

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| | <p>How we will implement this intervention in year 1:</p> <p>In the first year, all staff, including support staff will receive high quality training in oracy and developing vocabulary as part of planned professional development.</p> <p>Performance management for all staff will be used to set specific targets related to training and the implementation of recommendations.</p> <p>Lesson observations will focus on the progress made by all staff.</p> | <p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>With the vocabulary intent now clearly set out, the focus will move to subject leaders checking that children are retaining key vocabulary. Planned monitoring will focus on this aspect.</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>A key development of the school curriculum development plan was to develop and define key vocabulary across all subjects. Subject leaders worked to ensure all key vocabulary is now set out clearly for all units of work.</p> <p>As a result, child are now being taught vocabulary explicitly.</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"> • As expected | <p>The intervention is performing:</p> <ul style="list-style-type: none"> • | <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"/> |

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| Anticipated expenditure | Year 1 | £1200 | Is expenditure anticipated to increase, decrease or remain the same? | Remain the same | Is expenditure anticipated to increase, decrease or remain the same? | |
| | | | Year 2 | £1200 | Year 3 | £ |
| | Total anticipated expenditure: | £ | | | | |
| Actual expenditure | Year 1 | £1200 | Year 2 | £ | Year 3 | £ |
| | | | Did expenditure increase, decrease or remain the same? | | Did expenditure increase, decrease or remain the same? | |
| | Total actual expenditure: | £ | | | | |

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| Intervention: | Professional development for all staff to better understand the social and emotional needs of the pupils they teach | | |
| Category: | Quality of teaching | | |
| Intended outcomes: | <p>All staff, including support staff will receive training to be able to identify pupils' needs in relation to mental health and emotional literacy and be skilled in planning and delivering support.</p> | <p>Success criteria:</p> | <p>All staff will feel more confident when identifying pupils in need of social and emotional health and be able to support them through intervention.</p> <p>Interventions for specific children will have a positive impact.</p> |
| Staff lead: | LS/EP | | |
| Implementation | Year 1 | Year 2 | Year 3 |
| | <p>How we will implement this intervention in year 1:</p> <p>The school's 3 year mental health and wellbeing plan will be updated to begin the second cycle.</p> <p>The plan will detail specific CPD for all staff.</p> <p>A school wide class based system to support pupils' emotional literacy will be implemented. Staff will receive training and support throughout the year.</p> | <p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>The systems will be relaunched in September to new pupils as they move classes. Transition is a key time. The direct teaching element around texts will also be revisited and encouraged on a class needs basis.</p> <p>Linked to the school's three year mental health plan, a member of staff will begin training as an Emotional Literacy Support Assistant (ELSA). They will be trained to plan and deliver individualised programmes of support for children to</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>develop their emotional literacy, including: Awareness of own and other people's emotions, Management of stress, grief, anger and conflict, Development of social interaction skills and Promotion of a realistic self-concept and self-esteem.</p> <p>All staff will receive cascaded training.</p> | |
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| <p>Light-touch review notes</p> | <p>Annual review notes:</p> <p>The new system was fully implemented and is now embedded in every classroom. Teachers and children have a good understanding of the system.</p> <p>Monitoring in the summer term 2023 showed that whilst the systems are in place, pupils are not using them as much as when first introduced. Pupil voice revealed that many children knew they could use systems but felt they didn't really need to. Levels of dysregulation in classrooms is extremely low.</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"> • As expected | <p>The intervention is performing:</p> <ul style="list-style-type: none"> • | <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"/> |

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| Anticipated expenditure | Year 1 | £1000 | Is expenditure anticipated to increase, decrease or remain the same? | Increase | Is expenditure anticipated to increase, decrease or remain the same? | |
| | | | Year 2 | £2000 | Year 3 | £ |
| | Total anticipated expenditure: | £ | | | | |
| Actual expenditure | Year 1 | £1500 | Year 2 | £ | Year 3 | £ |
| | | | Did expenditure increase, decrease or remain the same? | | Did expenditure increase, decrease or remain the same? | |
| | Total actual expenditure: | £ | | | | |

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| Intervention: | All teachers will have access to needs led professional development, identified as part of a rigorous performance management cycle. | | |
| Category: | Quality of teaching | | |
| Intended outcomes: | All teaching staff will be supported to identify training needs and have access to further training and or professional development in order to improve their own teaching. | Success criteria: | All teachers will have accessed training and development and performance management reviews will evidence improved teaching and outcomes for pupils as a result. |
| Staff lead: | LS | | |
| Implementation | Year 1 | Year 2 | Year 3 |
| | <p>How we will implement this intervention in year 1:</p> <p>In line with the school's annual performance management cycle, all teachers will identify their training needs.</p> <p>Plans will ensure that teachers have access to timely, high quality training or development.</p> <p>Lesson observation and work scrutiny will be used to establish the effectiveness of any training.</p> | <p>How we will implement this intervention in year 1:</p> <p>To continue...</p> <p>In line with the school's annual performance management cycle, all teachers will identify their training needs.</p> <p>Plans will ensure that teachers have access to timely, high quality training or development.</p> <p>Lesson observation and work scrutiny will be used to establish the effectiveness of any training.</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>Throughout the year, training needs were identified and a range of training and support was access for all teachers.</p> <p>Reviews of performance throughout the year has become responsive and we are able to access training as required.</p> <p>Supplementing the schools overall budget for training with funds from PP enables teachers to access timely support and thus improve support for 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"> • As expected | <p>The intervention is performing:</p> <ul style="list-style-type: none"> • | <p>The intervention is performing:</p> <ul style="list-style-type: none"> • |

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| Anticipated expenditure | Year 1 | £2000 | Is expenditure anticipated to increase, decrease or remain the same? | increase | Is expenditure anticipated to increase, decrease or remain the same? | |
| | | | Year 2 | £3000 | Year 3 | £ |
| | Total anticipated expenditure: | £ | | | | |
| Actual expenditure | Year 1 | £2800 | Year 2 | £ | Year 3 | £ |
| | | | Did expenditure increase, decrease or remain the same? | | Did expenditure increase, decrease or remain the same? | |
| | Total actual expenditure: | £ | | | | |

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| Intervention: | Structured interventions: Introducing vocabulary interventions for pupils with poor oral language, SLCN, reading and communication skills | | |
| Category: | Targeted academic support | | |
| Intended outcomes: | Pupils identified with low levels of vocabulary, SLCN will be identified and provided with timely interventions | Success criteria: | Pupils undertaking interventions will make rapid progress. |
| Staff lead: | Class teachers | | |
| Implementation | Year 1 | Year 2 | Year 3 |
| | <p>How we will implement this intervention in year 1:</p> <p>Class teachers will identify pupils in need of intervention and ensure that support staff deliver sessions.</p> <p>Class teachers will introduce wider classroom techniques in addition to support all pupils but particularly those identified and accessing intervention.</p> | <p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>To continue...</p> <p>Class teachers will identify pupils in need of intervention and ensure that support staff deliver sessions.</p> <p>Class teachers will introduce wider classroom techniques in addition to support all pupils but particularly those identified and accessing intervention.</p> <p>In addition to early identification, the school's SENDCo will develop the school's own use of 'in house' assessment systems to further ensure that pupils with more complex needs</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>can be identified earlier and support provided.</p> <p>Work started in June 2023 and aspects will be ready by October 2023</p> | |
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| <p>Light-touch review notes</p> | <p>Annual review notes:</p> <p>Specific pupils were identified throughout the year and support was provided.</p> <p>The effectiveness of support was measured and monitored closely.</p> <p>Identifying pupils with SALT needs is a key priority as early identification and support is very effective at closing gaps in learning.</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"> • As expected | <p>The intervention is performing:</p> <ul style="list-style-type: none"> • | <p>The intervention is performing:</p> <ul style="list-style-type: none"> • |

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| Anticipated expenditure | Year 1 | £2000 | Is expenditure anticipated to increase, decrease or remain the same? | Increase | Is expenditure anticipated to increase, decrease or remain the same? | |
| | | | Year 2 | £3000 | Year 3 | £ |
| | Total anticipated expenditure: | £ | | | | |
| Actual expenditure | Year 1 | £2000 | Year 2 | £ | Year 3 | £ |
| | | | Did expenditure increase, decrease or remain the same? | | Did expenditure increase, decrease or remain the same? | |
| | Total actual expenditure: | £ | | | | |

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| Intervention: | Small group interventions: Introducing targeted English and maths teaching for pupils who are working towards age-related expectations and where required, 1:1 nurture/mentoring | | |
| Category: | Targeted academic support | | |
| Intended outcomes: | Pupils identified at risk of underachievement will be provided with timely interventions | Success criteria: | Identified pupils will make rapid progress academically/emotionally as a result of interventions |
| Staff lead: | Class teachers | | |
| Implementation | Year 1 | Year 2 | Year 3 |
| | <p>How we will implement this intervention in year 1:</p> <p>As part of regular assessment and pupil progress meetings, pupils will be identified and provision be put in place for interventions to take place.</p> <p>All interventions will be time limited and have clear objectives and success criteria in order to check pupil progress.</p> <p>Regular assessment will be used to check overall progress.</p> | <p>How we will implement this intervention in year 1:</p> <p>As part of regular assessment and pupil progress meetings, pupils will be identified and provision be put in place for interventions to take place.</p> <p>All interventions will be time limited and have clear objectives and success criteria in order to check pupil progress.</p> <p>Regular assessment will be used to check overall progress.</p> <p>A new intervention tracker will be used to carefully monitor pupils.</p> | <p>How we will implement this intervention in year 1:</p> |

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| <p>Light-touch review notes</p> | <p>Annual review notes:</p> <p>Much work took place to improve early identification along with carefully planned and interventions. The SENDCo worked alongside teachers and TAs to improve the targets set and ensure progress could be more easily measured and evaluated.</p> <p>Moving into the next year, work will continue.</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">• As expected | <p>The intervention is performing:</p> <ul style="list-style-type: none">• | <p>The intervention is performing:</p> <ul style="list-style-type: none">• |

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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? | |
| | | | Year 2 | £2000 | Year 3 | £ |
| | Total anticipated expenditure: | £ | | | | |
| Actual expenditure | Year 1 | £2000 | Year 2 | £ | Year 3 | £ |
| | | | Did expenditure increase, decrease or remain the same? | | Did expenditure increase, decrease or remain the same? | |
| | Total actual expenditure: | £ | | | | |

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| Intervention: | Small group interventions: Introducing targeted social and emotional support for pupils | | |
| Category: | Targeted academic support | | |
| Intended outcomes: | To provide support and strategies to pupils identified as having social and emotional difficulties to improve their readiness to learn. | Success criteria: | As a result of timely intervention, pupils will be able to have greater access to the wider curriculum and make rapid progress. |
| Staff lead: | Class teachers | | |
| Implementation | Year 1 | Year 2 | Year 3 |
| | <p>How we will implement this intervention in year 1:</p> <p>As part of regular assessment and pupil progress meetings, pupils will be identified and provision be put in place for interventions to take place.</p> <p>Trained staff will ensure interventions will be time limited and have clear objectives and success criteria in order to check pupil success.</p> <p>Regular assessment will be used to check overall progress.</p> | <p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>As part of regular assessment and pupil progress meetings, pupils will be identified and provision be put in place for interventions to take place.</p> <p>Trained staff will ensure interventions will be time limited and have clear objectives and success criteria in order to check pupil success.</p> <p>Regular assessment will be used to check overall progress.</p> <p>Trained staff will provide cascaded training to all staff.</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>Whilst this aspect did take place, we recognise that as a staff, we need to be better trained to provide emotional support to pupils in need of help.</p> <p>As a result, a member of staff has been identified and will be provided with training to become an ELSA for pupils and be provided with time to support identified pupils. See priority 2 above.</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"> • Below expectation | <p>The intervention is performing:</p> <ul style="list-style-type: none"> • | <p>The intervention is performing:</p> <ul style="list-style-type: none"> • |

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| Anticipated expenditure | Year 1 | £4000 | Is expenditure anticipated to increase, decrease or remain the same? | Same | Is expenditure anticipated to increase, decrease or remain the same? | |
| | | | Year 2 | £4000 | Year 3 | £ |
| | Total anticipated expenditure: | £ | | | | |
| Actual expenditure | Year 1 | £3500 | Year 2 | £ | Year 3 | £ |
| | | | Did expenditure increase, decrease or remain the same? | | Did expenditure increase, decrease or remain the same? | |
| | Total actual expenditure: | £ | | | | |

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| Intervention: | A proportion of Pupil Premium funding will be used to provide access to activities for pupils aimed at raising aspiration such as music tuition, school visits and outdoor pursuits. | | |
| Category: | Wider strategies | | |
| Intended outcomes: | Pupils accessing the funding will have wider access to more activities. | Success criteria: | Pupils that would not have been able to access activities will be able to. |
| Staff lead: | LS | | |
| Implementation | Year 1 | Year 2 | Year 3 |
| | <p>How we will implement this intervention in year 1:</p> <p>Pupils that are eligible for the funding will be identified and parents will be notified that access to funds is available for specified activities.</p> | <p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Pupils that are eligible for the funding will be identified and parents will be notified that access to funds is available for specified activities.</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: A rigorous system is in place to ensure funds are directed.</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">• As expected | <p>The intervention is performing:</p> <ul style="list-style-type: none">• | <p>The intervention is performing:</p> <ul style="list-style-type: none">• |

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| Anticipated expenditure | Year 1 | £3000 | Is expenditure anticipated to increase, decrease or remain the same? | Same | Is expenditure anticipated to increase, decrease or remain the same? | |
| | | | Year 2 | £3000 | Year 3 | £ |
| | Total anticipated expenditure: | £3200 | | | | |
| Actual expenditure | | | Year 2 | £ | Year 3 | £ |
| | Year 1 | £ | Did expenditure increase, decrease or remain the same? | | Did expenditure increase, decrease or remain the same? | |
| | Total actual expenditure: | £ | | | | |

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| Intervention: | Attendance: Use of an Education Welfare Officer (EWO) to improve attendance and foster links with parents | | |
| Category: | Wider strategies | | |
| Intended outcomes: | Support for the school and pupils in relation to attendance. | Success criteria: | Pupils referred to EWO will have improved attendance. |
| Staff lead: | LS | | |
| Implementation | Year 1 | Year 2 | Year 3 |
| | <p>How we will implement this intervention in year 1:</p> <p>To establish a new EWO officer within school</p> | <p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>To maintain monitoring and intervention as required.</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>Attendance has been monitored very closely throughout the year and existing staff have received training to ensure they understand the role and can action interventions as required.</p> <p>Overall attendance of all pupil groups remains well above national levels when analysed.</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">• | <p>The intervention is performing:</p> <ul style="list-style-type: none">• | <p>The intervention is performing:</p> <ul style="list-style-type: none">• |

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| Anticipated expenditure | Year 1 | £500 | Is expenditure anticipated to increase, decrease or remain the same? | Same | Is expenditure anticipated to increase, decrease or remain the same? | |
| | | | Year 2 | £500 | Year 3 | £ |
| | Total anticipated expenditure: | £ | | | | |
| Actual expenditure | Year 1 | £500 | Year 2 | £ | Year 3 | £ |
| | | | Did expenditure increase, decrease or remain the same? | | 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: | £ | | | | |

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| Intervention: | Provision of free places in before school care |
| Category: | Wider strategies |

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| Intended outcomes: | Support for the school and pupils in relation to attendance and readiness to learn. | | Success criteria: | Identified pupils will attend breakfast club. |
| Staff lead: | LS | | | |
| Implementation | Year 1 | Year 2 | Year 3 | |
| | <p>How we will implement this intervention in year 1:</p> <p>All eligible children will be offered free before school care.</p> | <p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>All eligible children will be offered free before school care.</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>A lower than anticipated number of pupils took up the offer.</p> <p>More effort will be made in year 2.</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">• Below | <p>The intervention is performing:</p> <ul style="list-style-type: none">• | <p>The intervention is performing:</p> <ul style="list-style-type: none">• |

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| Anticipated expenditure | Year 1 | £1500 | Is expenditure anticipated to increase, decrease or remain the same? | same | Is expenditure anticipated to increase, decrease or remain the same? | |
| | | | Year 2 | £ | Year 3 | £ |
| | Total anticipated expenditure: | £ | | | | |
| Actual expenditure | Year 1 | £850 | Year 2 | £ | Year 3 | £ |
| | | | Did expenditure increase, decrease or remain the same? | | 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: | £ | | | | |