



3 Year Long-term Pupil Premium Strategy

Our philosophy

Extol schools believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy which is aligned annually to individual schools' Securing Improvement Plan. This enables schools to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed within each individual school. 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. Our priorities are as follows:

- Ensuring an 'outstanding' teacher is in every class
- 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
- Ensuring that the PPG reaches the pupils who need it most



School Overview

Metric	Data
School name	Thorntree Academy
Pupils in school	272
Proportion of disadvantaged pupils	68.6%
Pupil premium allocation this academic year	£273 390
Academic year or years covered by statement	2020 - 2023
Publish date	1 st October, 2020
Review date	18 th December, 2020
Statement authorised by	LGB
Pupil premium lead	Wendy Nelson
Governor lead	Cat Barnett

Identified barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Language and communication skills on entry to school nursery are significantly lower than would be regarded as typical for many children of a similar age. Language	A high proportion of children eligible for pupil premium funding are identified by school as vulnerable. They are exposed to a wide range of risk factors that affect their mental health, family unity and educational success.
Managing feelings and behaviours on entry to school nursery are significantly lower than would be regarded as typical for many children of a similar age.	Parents/carers of children eligible for pupil premium funding require support with school attendance, punctuality, home and behavioural issues.
In the EYFS specific skills of reading, writing and mathematics are low in comparison to other areas of learning for children eligible for pupil premium funding.	Attendance and punctuality concerns for a number of children eligible for pupil premium.
Some children eligible for pupil premium funding are not making sufficient progress in reading in key stages 1 and 2.	
Children eligible for pupil premium funding are underperforming in specific areas of English i.e. spelling, punctuation and grammar, which in turn impacts on writing.	
Too few children eligible for pupil premium funding are achieving the higher standard in reading, writing and/or mathematics.	



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 school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school 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 three interventions. This focussed approach ensures the best chance of success for each intervention.



Quality of teaching

1. A peer support model is established which effectively uses coaching to improve the quality of teaching. HLT – 1 – CPD 2 – embedding practice 3 – consolidating
2. Introduce Sounds-Write to provide a comprehensive approach to the teaching of reading, spelling and writing simultaneously.
3. Improve attainment through the effective delivery of PiXL strategies, including flexible groupings, resulting in key marginal children making accelerated progress.

Targeted academic support

1. Ensure identified children have a greater number of opportunities focused small group for intervention with teachers and / or teaching assistants where they will be able to focus on specific areas of English and mathematics.
2. Personalise learning through the use of technology-based resources.
3. Introduce Wilderness Schooling for disadvantaged pupils, integrating outdoor learning into English, maths and science.

Wider strategies

1. Improve rates of attendance and punctuality and foster links with parents and carers through the employment of a PSA and Assistant PSA.
2. Provide a tiered approach to SEMH provision, which ensures children receive support relevant to their individual needs.
3. Ensure children are able to access extra-curricular activities and educational visits to improve their cultural capital

Full planning details for interventions are outlined in the ['Intervention planning in full'](#) section.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

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

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

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 Headteacher and LGB is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Extol Trust believes our schools should clearly disclose their rationale behind the complex choices they have made in relation to the PPG. We want to ensure our parents, local governors and trustees understand how our schools are making best use of the allocated funding.

It is

- Not intended to be an accounting tool
- Not intended to monitor within class or within school attainment gaps
- Not used by DfE to monitor how effectively schools have used funding
- Not used by DfE to allocate funding
- Only used by Ofsted to help them prepare for their visit, 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 publishes a link to the school and college performance tables and the schools' performance tables page on the school website.



School Funding

Funding summary: Year 1					
Total number of pupils	247	PPG received per pupil	£1345	Indicative PPG as advised in School Budget Statement	£261 371
		Number of pupils eligible for PPG	196	Actual PPG budget	£
Funding estimate: Year 2					
Estimated pupil numbers	229				
Estimated number of pupils eligible for PPG	185				
Estimated funding	£249 580				
Funding estimate: Year 3					
Estimated pupil numbers	227				
Estimated number of pupils eligible for PPG	175				
Estimated funding	£236 082				



Intervention planning in full

1.1

Intervention:	A peer support model is established which effectively uses coaching to improve the quality of teaching.		
Category:	Quality of teaching		
Intended outcomes:	Improve the quality of teaching across school	Success criteria:	<p>The quality of education improves, as teachers understand the principles of planning, use effective instruction and are responsive to pupil's needs.</p> <p>By the end of EYFS, KS1 and KS2 outcomes evidence the gap between disadvantaged children and 'others' nationally is closing.</p> <p>Any in school variances narrowing.</p>
Staff lead:	Teacher Educators (M.Foster, K.Everett, J.Marshall, E.McDonagh)		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Completion of 'High Leverage Teaching' CPD and Teacher Educator training provided by the Ambition Institute.</p> <p>Teacher Educators (TEds) will provide individual coaching based on identified need.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>



	<p>The key principles of the coaching strategy, deliberate practice, will be agreed.</p> <p>Bespoke coaching and mentoring will be in place to meet the needs of individual staff in order to improve teaching and learning. This will be based on three key principles:</p> <p>What teaching principles and techniques are we encouraging teachers to use?</p> <p>What methods help teachers to master those principles and techniques?</p> <p>How can teachers be supported to apply those principles consistently in the classroom?</p> <p>Coaching will also take into account appraisal or monitoring feedback.</p>					
Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • 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"/> 		<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"/> 	
	Year 1		Is expenditure anticipated to	Increase <input type="checkbox"/>	Is expenditure anticipated to	Increase <input type="checkbox"/>



Anticipated expenditure		£12 000 year 2018/19	increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£0	Year 3	£0
	Total anticipated expenditure:	£6 000 Although there are no costs associated with the Teacher Educator programme, all four TEds have access to fortnightly half-day release time. The additional staff accounted for in section 2:1 supports this.				
Actual expenditure	Year 1	£	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:	Embed Sounds-Write to provide a comprehensive approach to the teaching of reading, spelling and writing simultaneously.		
Category:	Quality of teaching		
Intended outcomes:	<p>Embed Sounds-Write to enhance the teaching of phonics and spelling which will in turn improve reading and writing outcomes.</p> <p>Ensure the gap between those who pass the year one phonic check and those who reach the expected standard in reading and writing at the end of KS1 is closing.</p> <p>The Sounds-Write approach will be fine-tuned for key stage 2 children who have not acquired a secure phonic knowledge.</p>	Success criteria:	<p>A consistent approach to planning and improved quality of phonics teaching.</p> <p>Improved pupil engagement and confidence in reading.</p> <p>Data evidences impact with the gap between disadvantaged children and all others reducing.</p> <p>Increased evidence of reading beyond the classroom.</p>
Staff lead:	K.Everett (English Lead) and G.Knowles (Phonics Lead)		
Implementation	Year 1	Year 2	Year 3



	<p>How we will implement this intervention in year 1:</p> <p>Build a Sounds-Write implementation and monitoring team.</p> <p>Quality first teaching by all practitioners, teachers and support staff, will be evident.</p> <p>Effective tracking systems which allow ease of data analysis and quickly identify children who are underperforming.</p> <p>Catch-up phonics sessions held for children in Years 2 and 3 who did not meet or retain the standard achieved in Y1 phonic check (2019 and 2018 respectively)</p> <p>All books in lower school, and some books in year 3, catagorised using phonics code.</p> <p>Ensure staff are competent at choosing books which match the ability of the child.</p> <p>Train a further two members of staff to deliver Sounds-Write (08.01.20)</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Complete roll out of Sounds-write</p> <p>Train a further two members of staff to deliver Sounds-Write</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Consolidate</p>
<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>The success of the programme will determine further rollout across school.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>



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 <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"/> 		<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"/> 	
Anticipated expenditure	Year 1	£1 216	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£1 290	Year 3	£1 290
	Total anticipated expenditure:		£3 796 (This figure is dependant on teachers in school being available to provide cover for staff being trained)			
Actual expenditure	Year 1	£	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:	£
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1.3

Intervention:	Improve attainment through the effective delivery of PiXL strategies, including flexible groupings, resulting in key marginal children making accelerated progress.		
Category:	Quality of teaching		
Intended outcomes:	Ensure key marginal children, who are eligible for Pupil Premium funding, secure accelerated progress, with a higher proportion achieving ARE in reading, writing and mathematics.	Success criteria:	<p>A higher proportion of disadvantaged children achieve the greater depth standard in core subjects.</p> <p>The gap between disadvantaged children and ‘others’ is reducing compared with in school variances and national comparisons.</p> <p>In recognition of the impact of PiXL the school has a resident PiXL Associate</p>
Staff lead:	N.Thornton (PiXL Raising Standard Lead)		
	Year 1	Year 2	Year 3



<p style="text-align: center;">Implementation</p>	<p>How we will implement this intervention in year 1:</p> <p>Continue to enrol as a PiXL school.</p> <ul style="list-style-type: none"> targeted diagnostic assessments will identify: learning loss due to Covid-19 and any deficits in learning to inform responsive teaching key marginal children with the potential to achieve ARE key marginal (A2) children with the potential to be working at the higher standard. flexible grouping needs <p>EYFS to Year 6 combined tracker evidences children are making at least expected progress so that a higher percentage of pupils attain ARE.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Continue to enrol as a PiXL school.</p> <ul style="list-style-type: none"> targeted diagnostic assessments will identify: learning loss due to Covid-19 and any deficits in learning to inform responsive teaching key marginal children with the potential to achieve ARE key marginal (A2) children with the potential to be working at the higher standard. flexible grouping needs <p>EYFS to Year 6 combined tracker evidences children are making at least expected progress so that a higher percentage of pupils attain ARE.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>
<p style="text-align: center;">Light-touch review notes</p>	<p>Annual review notes:</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
<p style="text-align: center;">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 <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"/> 	<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"/>



Anticipated expenditure	Year 1	£2 700	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£2 700	Year 3	£2 800
	Total anticipated expenditure:	£8 200				
Actual expenditure	Year 1	£2 700	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:	Ensure children have a greater number of opportunities for small group work with teachers and / or teaching assistants where they will be able to focus on specific areas.		
Category:	Targeted academic support		
Intended outcomes:	Secure accelerated progress in reading, writing and mathematics for disadvantaged children.	Success criteria:	<p>A higher proportion of disadvantaged children achieve the greater depth standard in core subjects</p> <p>By the end of EYFS, KS1 and KS2 outcomes evidence the gap between disadvantaged children and 'others' nationally is closing.</p> <p>Pupils who access small group work or intervention sustain attainment and so that they can continue to make sustainable progress.</p>
Staff lead:	Leadership team		
Implementation	Year 1	Year 2	Year 3



	<p>How we will implement this intervention in year 1:</p> <p>Ensure adult: pupil ratios are high and teachers have the capacity to give children eligible for Pupil Premium funding additional support in English and mathematics.</p> <p>Small class sizes to be maintained in Years 5, 2 & 1 with additional teacher support.</p> <p>Additionality in Year 6 provided by HLTA's ensures children eligible for Pupil Premium funding access same day intervention alongside quality first teaching</p> <p>Smaller class sizes</p> <p>Staffing structure reflects small class sizes and additionality of same day intervention</p> <p>Intervention</p> <p>CPD for TA's</p> <p>Effective use of teaching assistants</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</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>Annual review notes:</p>	<p>Final review notes:</p>

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 <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"/> 		<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"/> 	
Anticipated expenditure	Year 1	£188 272	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£165 559	Year 3	£149 361
	Total anticipated expenditure:	£503 192				
Actual expenditure	Year 1	£	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:	Personalise learning for children working below age related expectations through the use of technology-based resources.		
Category:	Targeted academic support		
Intended outcomes:	Accelerated rates of progress in reading, writing and mathematics for disadvantaged children.	Success criteria:	The gap between those pupils eligible for pupil premium funding and all other children is reducing.
Staff lead:	K.Everett (English Lead), M.Foster (Maths Lead) and J.Marshall (Computing Lead)		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Purchase the following online resources to improve engagement and levels of attainment and application:</p> <p>Purple Mash tailored to the children’s individual needs and interests in EYFS. Activities are scaffolded for the children allowing them to start at an appropriate level, build their confidence and make further progress.</p> <p>Avantis VR Headset content which is aligned to our curriculum and encourages children’s imagination,</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Following a review of the 4 applications a decision will be made as to whether or not the subscription will be renewed. Costing assumes they will be renewed.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>



	providing them with memorable experiences and helping them visualise and understand concepts. Reading Plus+ used for groups of children in Years 3, 4, 5 and 6 to develop fluency and comprehension whilst motivating them to read. Times Tables Rock Stars to teach the children to recall multiplication facts enabling them to be successful in maths lessons.			
Light-touch review notes	Annual review notes:		Annual review notes:	Final review notes:
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> 		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 <input type="checkbox"/> 	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 <input type="checkbox"/>
Anticipated expenditure	Year 1	£1 380	Is expenditure anticipated to increase, decrease or remain the same? <ul style="list-style-type: none"> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> 	Is expenditure anticipated to increase, decrease or remain the same? <ul style="list-style-type: none"> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>



			Year 2	£1 380	Year 3	£3 980
	Total anticipated expenditure:	£6 740				
Actual expenditure	Year 1	£1 380	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:	£				

2.3

Intervention:	Introduce Wilderness Schooling for disadvantaged pupils, integrating outdoor learning into English, maths and science.		
Category:	Targeted academic support		
Intended outcomes:	Integrate Wilderness Schooling into the curriculum to raise levels of attainment for vulnerable pupils eligible for pupil premium funding.	Success criteria:	Utilising the outdoor environment to deliver teaching in core subjects, including science, will have a positive impact on vulnerable children's attainment, as well as their social and emotional well-being.



Staff lead:	E.McDonagh (SENDCo)		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>A series of twilight sessions will introduce all staff to the theory, practice and benefits of Wilderness Schooling.</p> <p>School specific outdoor learning projects will be developed for each cohort of children with the Wilderness Schooling practitioner supporting 1:1 with class teachers and SENDCo.</p> <p>Planned team teaching opportunities</p> <p>Review and follow up CPD to ensure strategies are sustainable.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:



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 <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"/> 		<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"/> 		
Anticipated expenditure	Year 1	£4 365	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	
			Year 2	£0		Year 3	£0
	Total anticipated expenditure:		£4 365 in the first year to train all staff. In subsequent years in house training to upskill new staff to deliver Wilderness Schooling.				
Actual expenditure	Year 1	£	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:	Improve rates of attendance and punctuality and foster links with parents and carers through the employment of a PSA and Assistant PSA.		
Category:	Wider strategies		
Intended outcomes:	PSA's work with vulnerable and disadvantaged children to ensure they attend school regularly.	Success criteria:	Improved rates of attendance and punctuality for disadvantaged pupils which will in turn impact on overall school attendance. A reduction in the number of persistent absentees.
Staff lead:	W.Nelson		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>PSA's support vulnerable families, addressing barriers to attendance and punctuality</p> <p>Robust systems in place to tackle poor attendance including Attendance Case Conferences (ACCs) and Welfare referrals</p> <p>Rewards for good attendance in place</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Envisaged that the pastoral care team will continue to support vulnerable families and reward good attendance.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>



	Improve communication with parents / carers through the introduction of School Ping				
Light-touch review notes	Annual review notes:		Annual review notes:	Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> 		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 <input type="checkbox"/> 	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 <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£49 088	Is expenditure anticipated to increase, decrease or remain the same? Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same? Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	
			Year 2	£49 151	Year 3



	Total anticipated expenditure:	£147 390				
Actual expenditure	Year 1	£	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:	£				

3.2

Intervention:	Provide a tiered approach to SEMH provision, which ensures children receive support relevant to their individual needs.				
Category:	Wider strategies				
Intended outcomes:	Children access SEMH provision relevant to their individual needs.	Success criteria:	Children are resilient learners. IQM Centre of Excellence status is maintained.		
Staff lead:	E.McDonagh (SENDCo)				
Implementation	Year 1	Year 2		Year 3	



	<p>How we will implement this intervention in year 1:</p> <p>Disadvantaged children with SEMH needs receive bespoke support through the 'Treehouse'.</p> <p>Employ a psychotherapist from Child and Adolescent Therapy Solutions (CATS) to work with children and their families to help them overcome SEMH needs and significant barriers to learning.</p>		<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>		<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>	
Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • 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"/> 		<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"/> 	
Anticipated expenditure	Year 1	£23 500	<p>Is expenditure anticipated to increase, decrease or remain the same?</p> <p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input type="checkbox"/></p>		<p>Is expenditure anticipated to increase, decrease or</p> <p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input type="checkbox"/></p>	



					remain the same?	
			Year 2	£23 500	Year 3	£23 500
	Total anticipated expenditure:	£70 500				
Actual expenditure	Year 1	£	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:	£				

3.3

Intervention:	Ensure children are able to access extra-curricular activities and educational visits cultural capital
Category:	Wider strategies



Intended outcomes:	Support all pupils to access extra-curricular activities All children attend educational visits The brilliant Club Scholarship programme – Year 5	Success criteria:	Children benefit from a wealth of experiences to increase their cultural capital. Vocabulary language acquisition
Staff lead:	N.Thornton, M.Foster		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: A range of extra-curricular activities are available. Children will be encouraged to attend extra-curricular activities. Attendance will be monitored. The cost of educational visits will be subsidies so that every child attends.	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:		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 <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"/> 		<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"/> 	
Anticipated expenditure	Year 1	£2 800	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£6 000	Year 3	£6 000
	Total anticipated expenditure:	£14 800				
Actual expenditure	Year 1	£	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:	£				





2020/21 Surplus of £69

