

Dickleburgh C of E Primary Academy

Pupil Premium

Strategy Statement: 2020 -2023



School overview

Metric	Data
School name	Dickleburgh CE Primary Academy
Pupils in school	189
Proportion of disadvantaged pupils	28
Pupil premium allocation this academic year	15%
Academic year or years covered by statement	2020 - 2023
Publish date	December 2020
Review date	December 2021
Statement authorised by	Mrs Moira Croskell
Pupil premium lead	Miss Liz Boon
Governor lead	Mr Paul Slater

Our Philosophy

At Dickleburgh, we have the highest of aspirations and ambitions for our pupils and believe no child should be left behind. High quality teaching is at the core of all that we do to ensure the best outcomes for all pupils and this underpins the work that the school does for disadvantaged pupils, for whom there may be barriers to achieving their full potential.

As a school we are expected to decide how the pupil premium funding is spent based on the context of our school and our knowledge of what our pupils need in order to succeed. We recognise that we are accountable for how we have used the additional funding and since September 2016 we have been required to publish a Pupil Premium Strategy which sets out the amount of allocation, how it has been used and the impact on pupil outcomes. Our aim is to diminish any differences in attainment between pupil premium children and others in our school and to ensure that as far as possible, all barriers to achieving this are overcome.

Our Priorities

Setting priorities is key to making the most effective use of the PPG. Our priorities are as follows:

- Ensuring that all students have access to High Quality Teaching and Learning in every lesson;
- Closing the attainment gap between disadvantaged children and their peers
- Providing targeted academic support for children who are not making the expected progress
- Providing targeted intervention to challenge non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences / trauma
- Ensuring that economic support is in place for the children and their families to broaden the opportunities available

Barriers to future attainment

Academic barriers to attainment	Non-Academic barriers to attainment
Low levels of literacy	Low attendance
Low levels of numeracy	Poor behaviour
Low levels of oracy	Lack of parental engagement and skills to be able to support children in their learning
Poor language and communication	Arriving at school hungry / tired and not ready to learn
Social, emotional and mental health needs	Lack of focus and confidence due to poor mental health and wellbeing
Lack of school readiness	Poor social skills and conflict resolution skills; lack of emotional literacy
	Low parental aspirations
	Rural isolation / lack of services
	Adverse childhood experiences, such as: <ul style="list-style-type: none"> • domestic violence • parental abandonment through separation or divorce • a parent with a mental health condition • Being the victim of abuse (physical, sexual and / or emotional) • being the victim of neglect (physical and emotional) • a member of the household being in prison • growing up in a household in which there are adults experiencing alcohol and / or drug use problems

Implementation

In line with the EEF's (Education Endowment Fund's) Guide to Implementation, we select a small number of priorities, endeavouring to achieve a higher success rate in meeting the needs of our children. We will:

Explore:

- Specify an area of focus for improvement that is amenable to change;
- Determine a programme of activity based on existing evidence of what has - and hasn't - worked before;
- Examine the fit and feasibility of possible interventions for the school context.

Prepare:

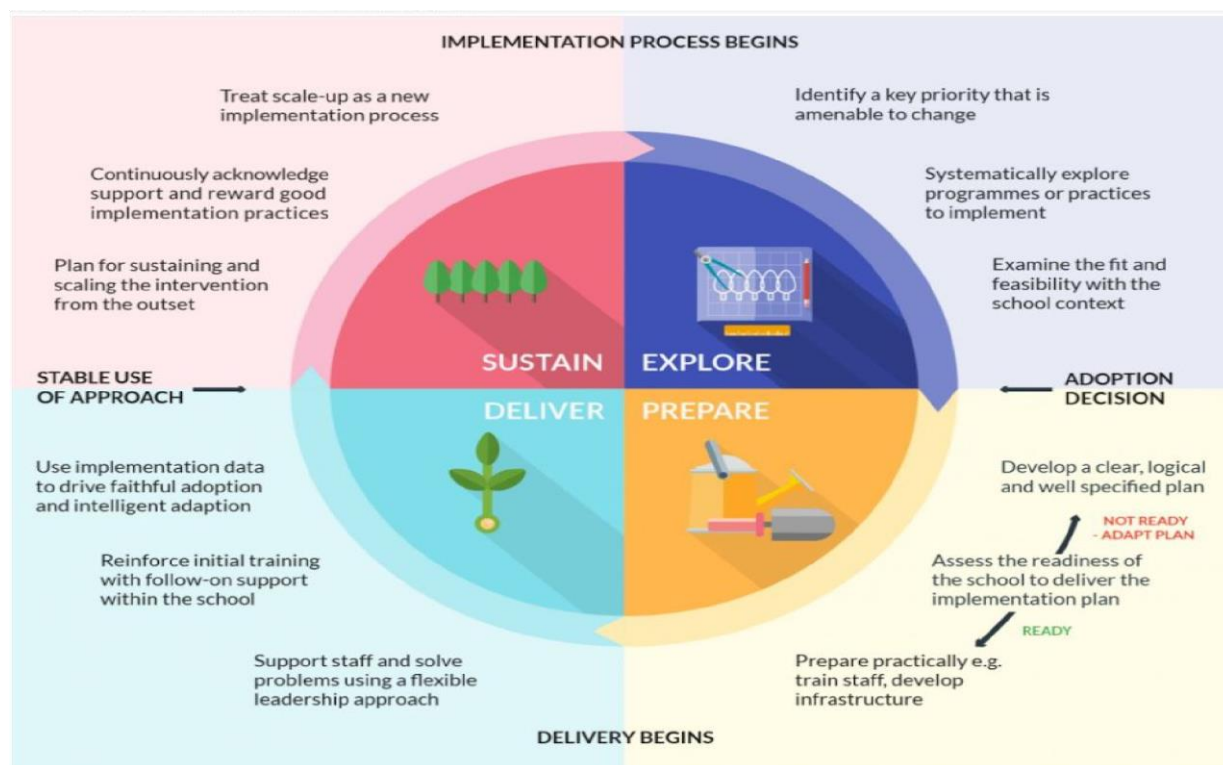
- Develop a clear, logical and well-specified plan;
- Assess the readiness of the school to deliver the plan;
- Make practical preparations for the plan to be delivered.

Deliver:

- Support staff and solve any problems using a flexible leadership approach;
- Reinforce initial training with follow-on support;
- Use data to review the delivery and inform next steps.

Sustain:

- Ensure it remains fit-for-purpose;
- Continually acknowledge, support and reward good implementation practices;
- Treat scale-up as a new implementation process.



(Education Endowment Fund Foundations for implementation)

A tiered approach

We endeavour to make appropriate provision for children who belong to vulnerable groups which includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.

In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.

We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. The Pupil Premium Grant can therefore be allocated to support any child or groups of children the school identifies as being socially disadvantaged.

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises of three categories:

Tier 1: High Quality Teaching and Learning

- Phonics: An increase in phonic scores for disadvantaged children by the end of KS1.
- Support for high quality teaching through Best Practice Groups and VNET.
- Curriculum and Assessment: Pixl assessment introduced and teachers use these wisely to help children embed and use knowledge more confidently.
- An evidence informed Continued Professional Development programme of support which develops teachers' subject knowledge and pedagogical content knowledge.

Tier 2: Targeted academic support

- Structured interventions: A variety of literacy and numeracy interventions put in place to help enable children to access the full curriculum: (small group tuition, including targeted group work in reading, writing and maths; one to one support; additional teaching and learning opportunities using additional adult support; creation of a more personalised curriculum).
- Using qualified teachers and SENCO to deliver one to one or small group support.
- Speech and Language specialist to deliver interventions and guide teachers and TAs to deliver content.

Tier 3: Going the extra mile

- Access to music lessons
- A full and varied programme of additional educational experiences, such as school visits and extra-curricular clubs.
- Improving attendance percentages among PP children.
- Access to counselling from external qualified children's counsellor.
- Ensuring that families are supported financially with educational provision materials (e.g. school uniform, additional learning materials) including the use of the Forces PPG.

Our review Process

Reviewing, introducing and implementing a pupil premium plan every year could be deemed as time-costly and ineffective. Through a three year approach, with interim reviews, we are able to maintain a long-term vision whilst evaluating impact and making necessary changes as appropriate.

During an interim, annual review, the success of each intervention is evaluated, based on evidence gathered. From this we will determine the most effective approach moving forwards - adapting, extending or ceasing the intervention as required.

The progress and attainment of children in receipt of the PPG is scrutinised by class teachers and SLT across all year groups aligned to our assessment calendar.

“Ultimately it does not matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day to day work of people in schools.” (EEF, 2018)

The cycle of implementation is therefore ongoing and developed in light of the lessons learned and with regard to any new guidance and evidence of best practice that becomes available. The Headteacher and Pupil Premium Lead are responsible for ensuring that 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 on the school website.

Disadvantaged pupil progress scores for academic year 2018/19

(2019/20 formal assessment was disrupted due to the coronavirus pandemic from March 2020 onwards)

2018-2019		
	PP	All
Attendance	96.6%	97.6%
EYFS GLD (%)	100	83
Year 1 Phonics (% at expected)	100	89
Key Stage 1 Reading - % Expected Standard +	67	97
Key Stage 1 Writing - % Expected Standard +	67	79
Key Stage 1 Maths - % Expected Standard +	100	97
Key Stage 1 RWM combined - % Expected Standard +	67	79
Key Stage 2 Reading attainment - % Expected Standard +	100	100
Key Stage 2 Writing attainment - % Expected Standard +	75	90
Key Stage 2 Maths attainment - % Expected Standard +	75	93
Key Stage 2 Reading progress	3.8	2.9

Key Stage 2 Writing progress	2.3	0.7
Key Stage 2 Maths progress	-1.9	0.5

2020-2021 AUTUMN		
	PP	All
Attendance	95.8%	97.5%
EYFS GLD (%)		
Year 1 Phonics (% at expected)		
Key Stage 1 Reading - % Expected Standard +		
Key Stage 1 Writing - % Expected Standard +		
Key Stage 1 Maths - % Expected Standard +		
Key Stage 1 RWM combined - % Expected Standard +		
Key Stage 2 Reading attainment - % Expected Standard +		
Key Stage 2 Writing attainment - % Expected Standard +		
Key Stage 2 Maths attainment - % Expected Standard +		
Key Stage 2 Reading progress		
Key Stage 2 Writing progress		
Key Stage 2 Maths progress		

Our Funding

Summary of funding 2020 - 21 (Year 1)					
Total number of pupils	189	Number of students eligible for PPG	28 (15%)	Indicative PPG as advised in school budget statement	£ 30,935
Funding estimate 2021 - 22 (Year 2)					
Estimated pupil numbers	200				

Estimated number of pupils eligible for PPG	26
Estimated funding	£32,000
Funding estimate 2022 - 23 (Year 3)	
Estimated pupil numbers	200
Estimated number of pupils eligible for PPG	25
Estimated funding	£32,000

Strategy aims for disadvantaged pupils

Aim	Target	Tier	Target date
Phonics: An increase in phonic scores for disadvantaged children by the end of KS1.	See detailed plans	1	July 2021
Support for high quality teaching through Best Practice Groups and VNET.	See detailed plans	1	July 2021
Curriculum and Assessment: Pixl assessment introduced and teachers use these wisely to help children embed and use knowledge more confidently.	See detailed plans	1	July 2021
An evidence informed Continued Professional Development programme of support which develops teachers' subject knowledge and pedagogical content knowledge.	See detailed plans	2	Ongoing throughout the year
Structured interventions: A variety of literacy and numeracy interventions put in place to help enable children to access the full curriculum: (small group tuition, including targeted group work in reading, writing and maths; one to one support; additional teaching and learning opportunities using additional adult support; creation of a more personalised curriculum).	See detailed plans	2	Ongoing throughout the year
Using qualified teachers and SENCO to deliver one to one or small group support.	See detailed plans	2	
Speech and Language specialist to deliver interventions and guide teachers and TAs to deliver content.	See detailed plans	2	
Access to music lessons	See detailed plans	3	
A full and varied programme of additional educational experiences, such as school visits and extra-curricular clubs.	See detailed plans	3	
Improving attendance percentages among PP children.	See detailed plans	3	
Access to counselling from external qualified children's counsellor.	See detailed plans	3	
Ensuring that families are supported financially with educational provision materials (e.g. school uniform, additional learning materials) including the use of the Forces PPG.	See detailed plans	3	

Intervention Planning 2020 - 21

Priority: 1a	Phonics: An increase in phonic scores for disadvantaged children by the end of KS1.	Tier Category: 1	High Quality teaching and Learning
Intended Outcomes	Improved scores for disadvantaged children.	Success Criteria	<ul style="list-style-type: none"> Reduction in the difference in attainment and progress between disadvantaged and non-disadvantaged pupils by the end of KS1
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in Year 1: <ul style="list-style-type: none"> Autumn term observations of teachers by Deputy Head and English Lead. Discussion of consistent high-quality daily phonics teaching. Purchasing supporting resources for phonics lessons. Interventions for pupils by English Lead. Phonic cards sent home Google Classroom phonic videos to support children Spelling homework each week. Reading groups each week and reading books sent home. 	How we will implement this intervention in Year 2 (in light of the year 1 annual review):	How we will implement this intervention in Year 3 (in light of the year 2 annual review):
Interim Review notes			
Interim review overall assessment	The intervention is performing: <ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations
Anticipated expenditure	Year 1: £Free	Year 2: £ 250 Is expenditure anticipated to: <ul style="list-style-type: none"> Increase Decrease Stay the same 	Year 3: £ 250 Is expenditure anticipated to: <ul style="list-style-type: none"> Increase Decrease Stay the same

Actual expenditure	Year 1: £	Year 2: £ Did expenditure: <ul style="list-style-type: none">• Increase• Decrease• Stay the same	Year 3: £ Did expenditure: <ul style="list-style-type: none">• Increase• Decrease• Stay the same
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Priority: 1b	Support for high quality teaching through Best Practice Groups and VNET.	Tier Category: 1	High Quality teaching and Learning
Intended Outcomes	To give teachers confidence and opportunity to discuss teaching and assessment within their year groups or subjects.	Success Criteria	Continued professional development and review of own practice.
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in Year 1: <ul style="list-style-type: none"> Membership of Best Practice Group and VNET communities (VIA ZOOM OR EQUIVALENT DUE TO COVID-19) 	How we will implement this intervention in Year 2 (in light of the year 1 annual review):	How we will implement this intervention in Year 3 (in light of the year 2 annual review):
Interim Review notes			
Interim review overall assessment	The intervention is performing: <ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations
Anticipated expenditure	Year 1: £1000	Year 2: £ Is expenditure anticipated to: <ul style="list-style-type: none"> Increase Decrease Stay the same 	Year 3: £ Is expenditure anticipated to: <ul style="list-style-type: none"> Increase Decrease Stay the same
Actual expenditure	Year 1: £	Year 2: £ Did expenditure: <ul style="list-style-type: none"> Increase Decrease Stay the same 	Year 3: £ Did expenditure: <ul style="list-style-type: none"> Increase Decrease Stay the same

Priority: 1c	Curriculum and Assessment: Pixl assessment introduced and teachers use these wisely to help children embed and use knowledge more confidently.	Tier Category: 1	High Quality teaching and Learning
Intended Outcomes	Groups that are not making progress will be easily identified and interventions provided.	Success Criteria	All children are achieving at least expected for their age.
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in Year 1: <ul style="list-style-type: none"> Regular training from Pixl lead to staff. Regular assessments through Pixl Use therapies and start recommended interventions Tracking of interventions by all class teachers to assess success. Weekly homework to support class teaching; TT Rockstars, Talk homework, spellings and maths. Purchase of Dimensions Topic Planning 	How we will implement this intervention in Year 2 (in light of the year 1 annual review):	How we will implement this intervention in Year 3 (in light of the year 2 annual review):
Interim Review notes			
Interim review overall assessment	The intervention is performing: <ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations
Anticipated expenditure	Year 1: Dimensions: £600 Pixl £ free	Year 2: £ Dimensions: £600 Pixl £1000 Is expenditure anticipated to: <ul style="list-style-type: none"> Increase Decrease Stay the same 	Year 3: £ Is expenditure anticipated to: <ul style="list-style-type: none"> Increase Decrease Stay the same

Actual expenditure	Year 1: £	Year 2: £ Did expenditure: <ul style="list-style-type: none">• Increase• Decrease• Stay the same	Year 3: £ Did expenditure: <ul style="list-style-type: none">• Increase• Decrease• Stay the same
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Priority: 1d	An evidence informed Continued Professional Development programme of support which develops teachers' subject knowledge and pedagogical content knowledge.	Tier Category: 1	High Quality teaching and Learning
Intended Outcomes	High quality teaching.	Success Criteria	Teachers' lessons are judged outstanding
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in Year 1: <ul style="list-style-type: none"> Continued observations by SLT and subject leads with feedback to improve quality teaching. Regular training and CPD from other staff members and outside organisations Due to COVID 19 this will not happen in the same way. 	How we will implement this intervention in Year 2 (in light of the year 1 annual review):	How we will implement this intervention in Year 3 (in light of the year 2 annual review):
Interim Review notes			
Interim review overall assessment	The intervention is performing: <ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations
Anticipated expenditure	Year 1: £2000	Year 2: £ Is expenditure anticipated to: <ul style="list-style-type: none"> Increase Decrease Stay the same 	Year 3: £ Is expenditure anticipated to: <ul style="list-style-type: none"> Increase Decrease Stay the same
Actual expenditure	Year 1: £ 200	Year 2: £ Did expenditure: <ul style="list-style-type: none"> Increase Decrease Stay the same 	Year 3: £ Did expenditure: <ul style="list-style-type: none"> Increase Decrease Stay the same

Priority: 2a	Structured interventions: A variety of literacy and numeracy interventions to help enable children to access the full curriculum: (small group tuition, including targeted group work in reading, writing and maths; one to one support; additional teaching and learning opportunities using additional adult support; creation of a more personalised curriculum).	Tier Category: 2	Targeted academic support
Intended Outcomes	Improved outcomes for disadvantaged children.	Success Criteria	Reduction in the difference in attainment between disadvantaged and non-disadvantaged pupils Improvements in social, emotional and mental health.
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in Year 1: <ul style="list-style-type: none"> • Provision of adult support to work with children in class (TA or T) • Additional interventions for pupils who are not meeting expectations • One to one reading sessions (TA) • Pixl Therapies (TA, SENCO) • Maths intervention groups • Nurture provision (SENCO, TA) 	How we will implement this intervention in Year 2 (in light of the year 1 annual review):	How we will implement this intervention in Year 3 (in light of the year 2 annual review):
Interim Review notes			
Interim review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations
Anticipated expenditure	Year 1: £12847	Year 2: £ Is expenditure anticipated to: <ul style="list-style-type: none"> • Increase • Decrease • Stay the same 	Year 3: £ Is expenditure anticipated to: <ul style="list-style-type: none"> • Increase • Decrease • Stay the same

Actual expenditure	Year 1: £	Year 2: £ Did expenditure: <ul style="list-style-type: none">• Increase• Decrease• Stay the same	Year 3: £ Did expenditure: <ul style="list-style-type: none">• Increase• Decrease• Stay the same
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Priority: 2b	Structured interventions: Using qualified teachers and SENCO to deliver one to one or small group support.	Tier Category: 2	Targeted academic support
Intended Outcomes	Improved outcomes for disadvantaged children.	Success Criteria	Reduction in the difference in attainment between disadvantaged and non-disadvantaged pupils Improvements in social, emotional and mental health.
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in Year 1: <ul style="list-style-type: none"> • Time given for SENCO to provide support • Support given to those that need most • SENCO to monitor progress of SEN PP children and record in SEN file. • SENCO to feedback to T and record progress in file 	How we will implement this intervention in Year 2 (in light of the year 1 annual review):	How we will implement this intervention in Year 3 (in light of the year 2 annual review):
Interim Review notes			
Interim review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations
Anticipated expenditure	Year 1: £7962	Year 2: £ Is expenditure anticipated to: <ul style="list-style-type: none"> • Increase • Decrease • Stay the same 	Year 3: £ Is expenditure anticipated to: <ul style="list-style-type: none"> • Increase • Decrease • Stay the same
Actual expenditure	Year 1: £	Year 2: £ Did expenditure: <ul style="list-style-type: none"> • Increase • Decrease • Stay the same 	Year 3: £ Did expenditure: <ul style="list-style-type: none"> • Increase • Decrease • Stay the same

Priority: 2c	Structured interventions: Speech and Language specialist to deliver interventions and guide teachers and TAs to deliver content.	Tier Category: 2	Targeted academic support
Intended Outcomes	Improved speech and communication outcomes for disadvantaged children.	Success Criteria	Reduction in the difference in attainment between disadvantaged and non-disadvantaged pupils Improvements in social, emotional and mental health.
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in Year 1: <ul style="list-style-type: none"> • Speech therapist to assess children at school. • Speech therapist to advise T, SENCO and TA about interventions following S&L visits. • Same content of work to be sent home to parents • TAs given time to deliver intervention and record 	How we will implement this intervention in Year 2 (in light of the year 1 annual review):	How we will implement this intervention in Year 3 (in light of the year 2 annual review):
Interim Review notes			
Interim review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations
Anticipated expenditure	Year 1: MAT Purchase	Year 2: £ Is expenditure anticipated to: <ul style="list-style-type: none"> • Increase • Decrease • Stay the same 	Year 3: £ Is expenditure anticipated to: <ul style="list-style-type: none"> • Increase • Decrease • Stay the same
Actual expenditure	Year 1: £	Year 2: £ Did expenditure: <ul style="list-style-type: none"> • Increase • Decrease • Stay the same 	Year 3: £ Did expenditure: <ul style="list-style-type: none"> • Increase • Decrease • Stay the same

Priority: 3a	Access to music lessons	Tier Category: 3	Going the extra mile
Intended Outcomes	Children have regular weekly music sessions and access to extra tuition	Success Criteria	Improvements in social, emotional and mental health.
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in Year 1: <ul style="list-style-type: none"> • Guitar lessons in Year 4 • Trumpet lessons in Year 5 • Guitar teacher in for extra tuition • Piano teacher in for extra tuition • Guitar sent home for children to practise 	How we will implement this intervention in Year 2 (in light of the year 1 annual review):	How we will implement this intervention in Year 3 (in light of the year 2 annual review):
Interim Review notes			
Interim review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations
Anticipated expenditure	Year 1: £378 (£7 per child)	Year 2: £ Is expenditure anticipated to: <ul style="list-style-type: none"> • Increase • Decrease • Stay the same 	Year 3: £ Is expenditure anticipated to: <ul style="list-style-type: none"> • Increase • Decrease • Stay the same
Actual expenditure	Year 1: £	Year 2: £ Did expenditure: <ul style="list-style-type: none"> • Increase • Decrease • Stay the same 	Year 3: £ Did expenditure: <ul style="list-style-type: none"> • Increase • Decrease • Stay the same

Priority: 3b	A full and varied programme of additional educational experiences, such as school visits and extra-curricular clubs.	Tier Category: 3	Going the extra mile
Intended Outcomes	Improved experiences for disadvantaged children.	Success Criteria	Improvements in social, emotional and mental health.
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in Year 1: <ul style="list-style-type: none"> External dance teacher to provide Musical Theatre club Sports clubs provided Art clubs 	How we will implement this intervention in Year 2 (in light of the year 1 annual review):	How we will implement this intervention in Year 3 (in light of the year 2 annual review):
Interim Review notes			
Interim review overall assessment	The intervention is performing: <ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations
Anticipated expenditure	Year 1: £0 DUE TO COVID-19 <ul style="list-style-type: none"> School Budget 	Year 2: £ Is expenditure anticipated to: <ul style="list-style-type: none"> Increase Decrease Stay the same 	Year 3: £ Is expenditure anticipated to: <ul style="list-style-type: none"> Increase Decrease Stay the same
Actual expenditure	Year 1: £	Year 2: £ Did expenditure: <ul style="list-style-type: none"> Increase Decrease Stay the same 	Year 3: £ Did expenditure: <ul style="list-style-type: none"> Increase Decrease Stay the same

Priority: 3c	Improving attendance percentages among PP children.	Tier Category: 3	Going the extra mile
Intended Outcomes	Improved attendance percentages	Success Criteria	Reduction in the difference in attendance between disadvantaged and non-disadvantaged pupils
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in Year 1: <ul style="list-style-type: none"> Attendance rewards both whole class and individual Regular phone calls home during absences Regular monitoring 	How we will implement this intervention in Year 2 (in light of the year 1 annual review):	How we will implement this intervention in Year 3 (in light of the year 2 annual review):
Interim Review notes			
Interim review overall assessment	The intervention is performing: <ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations
Anticipated expenditure	Year 1: N/A	Year 2: £ Is expenditure anticipated to: <ul style="list-style-type: none"> Increase Decrease Stay the same 	Year 3: £ Is expenditure anticipated to: <ul style="list-style-type: none"> Increase Decrease Stay the same
Actual expenditure	Year 1: £	Year 2: £ Did expenditure: <ul style="list-style-type: none"> Increase Decrease Stay the same 	Year 3: £ Did expenditure: <ul style="list-style-type: none"> Increase Decrease Stay the same

Priority: 3d	Access to counselling from external qualified children's counsellor.	Tier Category: 3	Going the extra mile
Intended Outcomes	Improved emotional, social and mental health	Success Criteria	Improvements in social, emotional and mental health.
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in Year 1: <ul style="list-style-type: none"> Where needed children will have one to one counselling. 	How we will implement this intervention in Year 2 (in light of the year 1 annual review):	How we will implement this intervention in Year 3 (in light of the year 2 annual review):
Interim Review notes			
Interim review overall assessment	The intervention is performing: <ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> Far above expectations Above expectations As expected Below expectations Far below expectations
Anticipated expenditure	Year 1: £666 per child	Year 2: £ Is expenditure anticipated to: <ul style="list-style-type: none"> Increase Decrease Stay the same 	Year 3: £ Is expenditure anticipated to: <ul style="list-style-type: none"> Increase Decrease Stay the same
Actual expenditure	Year 1: £	Year 2: £ Did expenditure: <ul style="list-style-type: none"> Increase Decrease Stay the same 	Year 3: £ Did expenditure: <ul style="list-style-type: none"> Increase Decrease Stay the same

Priority: 3e	Ensuring that families are supported financially with educational provision materials (e.g. school uniform, additional learning materials) including the use of the Forces PPG.	Tier Category: 3	Going the extra mile
Intended Outcomes	Able to access all needed materials to improve wellbeing and access learning.	Success Criteria	Reduction in the difference in attainment between disadvantaged and non-disadvantaged pupils Improvements in social, emotional and mental health.
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in Year 1: <ul style="list-style-type: none"> • Work and packs available during COVID • Regular contact with parents 	How we will implement this intervention in Year 2 (in light of the year 1 annual review):	How we will implement this intervention in Year 3 (in light of the year 2 annual review):
Interim Review notes			
Interim review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations • Above expectations • As expected • Below expectations • Far below expectations
Anticipated expenditure	Year 1: Through budget, donations and PTA.	Year 2: £ Is expenditure anticipated to: <ul style="list-style-type: none"> • Increase • Decrease • Stay the same 	Year 3: £ Is expenditure anticipated to: <ul style="list-style-type: none"> • Increase • Decrease • Stay the same
Actual expenditure	Year 1: £	Year 2: £ Did expenditure: <ul style="list-style-type: none"> • Increase • Decrease • Stay the same 	Year 3: £ Did expenditure: <ul style="list-style-type: none"> • Increase • Decrease • Stay the same

Review of last year's aims and outcomes

*The review of the 2019 - 20 outcomes are available on the school website. Provision for PP and All children was disrupted by the school closures and impact of Coronavirus. No formal end of KS2 results are available.