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	Eldon Grove Academy
Pupils in school	508
Proportion of disadvantaged pupils	162/508= 32%
Pupil premium allocation this academic year	£205,058.75
Academic year or years covered by statement	R -Y6
Publish date	Autumn 2020
Review date	Autumn 2021
Statement authorised by	*Audrey Brahum*
Pupil premium lead	V.Gallafant-Brown
Governor lead	L.Ovens

Identified Barriers to Future Attainment

Academic Barriers to Attainment	Non-Academic Barriers to Attainment
Lower Phonic levels in EYFS and KS1 due to missed schooling, pupils identified through autumn baseline. (SIP 1.4, 2.1, 2.3, 3.1)	Loss of schooling due to pandemic lockdown and partial closure, catch up required for identified pupils. (SIP 1.3, 1.4, 2.1)
Delayed reading skills, especially around language/vocabulary development/ language deficit due to partial closure. (SIP 1.3, 1.4, 2.1, 2.3, 3.1)	Poor aspirations (SIP 2.1, 3.1)
Lower numbers of disadvantaged pupils achieving greater depth in RWM identified through summer data. (SIP 1.3, 2.1, 2.2, 2.3, 3.1)	SEMH – Lack of focus and confidence due to poor mental health and wellbeing (SIP 1.4)
Lack of technology for some children where remote learning is in place (SIP 2.2) Parents survey conducted in September 2020	Less opportunities for extra- curricular activities due to pandemic and social distancing restrictions
Limited fluency in KS1/KS2 maths compounded by partial school closure. (SIP 1.4, 2.1, 2.3, 3.1)	

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. Professional development: around QFT and around knowledge and understanding of pupils at greater depth including accurate AfL.
2. Support for teachers in the planning and delivery of effective reading sessions, focusing on reading skills, phonics, language deficit and vocabulary development.
3. Support for teachers in delivering fluency in maths e.g. multiplication tables, arithmetic etc.

Targeted Academic Support

1. Individual/Small group tuition: targeted English (reading, phonics) pupils who are below age-related expectations.
2. Individual/Small group tuition targeted Maths (fluency, tables) pupils who are below age-related expectations.
3. Purchase devices to enable disadvantaged pupils to learn using technology and support home learning.

Wider Strategies

1. Parental engagement:
2. Aspirations:
3. SEMH: support for parents, pupils and staff around poor mental health and wellbeing.

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	508 on roll 162 PPG	PPG received per pupil	£1265.79	Indicative PPG as advised in School Budget Statement	£
		Number of pupils eligible for PPG	162	Actual PPG budget	£205,058.75
Funding Estimate: Year 2					
Estimated pupil numbers					
Estimated number of pupils eligible for PPG					
Estimated funding	£				
Funding Estimate: Year 3					
Estimated pupil numbers					
Estimated number of pupils eligible for PPG					
Estimated funding	£				

Intervention Planning in Full

Intervention:	Professional development: around QFT and around knowledge and understanding of pupils at greater depth including accurate AfL
Category:	Quality of teaching

Intended Outcomes:	Improve the quality of teaching so that teachers enable targeted pupils to reach GDS	Success Criteria:	Pupils achieve GDS based on target and prior milestone

Staff Lead:	SLT

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1:

We will enlist support of Lead Practitioner in delivery of CPD around the development of the curriculum. Lead practitioner will deliver CPD around quality first teaching.

All leaders are aware and make use of EEF guidance.

Assessment Lead delivers CPD on the use of assessment for learning using EEF guidance.

ECF materials in use to support CPD for all staff.

SLs research support available in their subject to support class teachers.

We will allow all teaching staff a frequent CPD slot for self-led professional development.

Priorities for learning will be established following CPD for all staff – T and L, AfL, GDS.
We will provide focus CPD for support staff to enable them to support class teachers delivering quality lessons (this could be 1:1, group etc).

We will use VEO for self-refection on development of speaking and listening skills/vocabulary use in | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):

Staff will identify areas for self-led CPD linked to their Action Research around pupils achieving GDS. | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

Best practice will be shared by experienced and skilled teaching staff who will lead sessions and coach less experienced colleagues. |

	term one and areas linked to the SIP in term 2 and 3. We have prioritised smaller classes across school and have designated three small classes in year six to support quality first teaching.						
Light-touch review notes	Annual review notes: **[Use this space to review the success of your intervention in year 1.]**		Annual review notes: **[Use this space to review the success of your intervention in year 2.]**		Final review notes: **[Use this space to review the overall success of your intervention.]**		
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐		The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐		The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐		

Anticipated expenditure

Year 1	£ VEO training £960 Smaller classes across school. Additional class Y6. M5 teacher £34,100	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?
		Year 2	£	Year 3

Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐
Year 3	£

Total anticipated expenditure:	£ 35,060

Actual expenditure

Year 1	£	Year 2	£	Year 3	£
		Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐

Total actual expenditure:	£

Intervention:	Support for teachers in the planning and delivery of effective reading sessions, focusing on reading skills, phonics and vocabulary.		
Category:	Quality of teaching		
Intended outcomes:	Improved fluency in and stamina in reading Increased use of language and vocabulary appropriate to task	**Success criteria:**	Improved outcomes in Reading in each key stage Improved speech, language and use of vocabulary evidenced in writing and reading POS
Staff Lead:	English Lead SS		

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in Year 1: All leaders are aware and make use of EEF guidance. We will provide: CPD around Language, Vocabulary and using POS for S and L. SLs research support available in their subject to support class teachers. CPD lead by subject leaders in teaching of reading including strategies for reading. Intervention for pupils requiring Catch up in early reading and phonics: Lexia -years 3-6, 30 licenses Bug Club – KS1 and KS2 and remotely Phonics Bug - KS1and remotely Nessy	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): Develop use of specific language and vocabulary in all areas of the curriculum in order to embed it.	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: **[Use this space to review the success of your intervention in year 1.]**		Annual review notes: **[Use this space to review the success of your intervention in year 2.]**		Final review notes: **[Use this space to review the overall success of your intervention.]**	
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐		The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐		The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐	
Anticipated expenditure	Year 1	LA training for English Lead/ teachers supporting £80 per session x 3 sessions = £240	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐
		Literacy Shed subscription £350 Bug Club/Phonics Club subscription £1500 Lexia - £2800	Year 2	£	Year 3	£
	Total anticipated expenditure:	£ 4890				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£				

Intervention:	Support for teachers in delivering fluency in maths e.g. multiplication tables, arithmetic etc.		
Category:	Quality of teaching		
Intended Outcomes:	Improved fluency in Maths	Success criteria:	Year 4 X check strong outcomes Arithmetic tests weekly scores improved
Staff Lead:	Maths Lead - Mrs VS		

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: All leaders are aware and make use of EEF guidance. We will: Provide CPD for all staff on fluency, this will be a focus of subject leader time. SLs research support available in their subject to support class teachers. Subject leader to purchase additional Arithmetic tests enabling pupils to practise methods regularly and develop fluency in calculations. Staff will be supported in their use of TT Rock Stars to monitor knowledge of multiplication facts.	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): Develop in order to embed it.	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

	Annual review notes: **[Use this space to review the success of your intervention in year 1.]**		Annual review notes: **[Use this space to review the success of your intervention in year 2.]**		Final review notes: **[Use this space to review the overall success of your intervention.]**	
Light-touch review notes						
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐		The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐		The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐	
Anticipated expenditure	Year 1	TT Rock Stars £298 Arithmetic test £150 Third Space Learning £5,370	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£5818				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£				

Intervention:	Individual/Small group tuition: targeted English (reading, phonics) pupils who are below age-related expectations.				
Category:	Targeted academic support				
Intended Outcomes:	Improved fluency in reading and phonics	Success criteria:		Improved outcomes in reading and phonics. Majority of pupils in Y2 pass autumn phonics screening and majority in Y1 pass summer phonics screening.	
Staff Lead:	English Lead SS				

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in Y1: Utilise Phonics Bug in KS1 to support daily phonics teaching. 1:1 support in phonics and reading delivered by support staff/teachers. All children in KS1 and KS2 given Bug Club log in, parents informed. Bug Club used to support learning in school and remotely. Lexia is used to support identified pupils in years 3-6 (30 licenses) Support staff time to deliver/supervise groups. Additional adult x 2 to support small group phonics based on need/data and reviewed at end of term 1. Literacy Shed subscription to support whole class teaching of reading. Upgrade reading books in KS2 to develop wider reading skills. A high ratio of 1:1 support staff supporting identified SEND children in reading/phonic skills.	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):

	Annual review notes:			Annual review notes:			Final review notes:		
Light-touch review notes	**[Use this space to review the success of your intervention in year 1. Record whether pupils' goals were met.]**			**[Use this space to review the success of your intervention in year 2. Record whether pupils' goals were met.]**			**[Use this space to review the overall success of your intervention. Record whether pupils' goals were met.]**		
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐			The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐			The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐		
Anticipated expenditure	Year 1	Literacy Shed subscription £350 Bug Club/Phonics Club subscription Phonics Bug £1500 Lexia £2800 KS2 reading books – £5000 Additional adult x 2 - 1 day per week £287.10 - 5 days in term 1 £287.10 x 5		Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐		Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐	
				Year 2	£		Year 3	£	
	Total anticipated expenditure:	£ £11,372.60							
Actual expenditure	Year 1	£		Year 2	£		Year 3	£	
				Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐		Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	
	Total actual expenditure:	£							

Intervention:	Individual/Small group tuition targeted Maths (fluency, tables) pupils who are below age-related expectations.		
Category:	Targeted academic support		
Intended Outcomes:	Improved Fluency in maths	Success criteria:	Year 4 X check strong outcomes Arithmetic tests weekly scores improved
Staff lead:	Maths lead – Mrs VS		

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in Y1: Third Space – intervention for identified pupils based on data, currently this is running in Y4/5 and will be reviewed termly. Additional adult x2 including the maths mastery specialist - to support small group maths based on need/data and reviewed at end of term 1. (extra teacher half day per week, Maths mastery specialist half day per week (cost of supply to release) TTRS subscription Sumdog subscription Arithmetic tests A high ratio of 1:1 support staff supporting identified SEND children in number and reasoning skills.	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: **[Use this space to review the success of your intervention in year 1. Record whether pupils' goals were met.]**		Annual review notes: **[Use this space to review the success of your intervention in year 2. Record whether pupils' goals were met.]**		Final review notes: **[Use this space to review the overall success of your intervention. Record whether pupils' goals were met.]**	
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐		The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐		The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐	
Anticipated expenditure	Year 1	Additional adult x 2 Extra teacher half day per week to work with small groups £77.50 x39 Maths mastery specialist half day per week (cost of supply to release) £77.50 x 39	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£ 6,045				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£				

Intervention:	Purchase devices to enable disadvantaged pupils to learn using technology and support remote learning		
Category:	Targeted academic support		
Intended Outcomes:	Disadvantaged pupils can access technology in class and when remote learning in order to continue to make progress towards end of year targets.	Success criteria:	Disadvantaged children access learning in class and when learning from home. Work uploaded to Seesaw No deficit in learning.
Staff Lead:	IT lead on CPD – JM		

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in Y1: Audit parents to ascertain which PP children do not have access to technology (September 2020). Enable disadvantaged children to access technology by purchasing a class set of devices. This will allow remote/blended learning so that pupils can access lessons at home and in school. Provide training for staff on the use of Teams. Teams used in classrooms to facilitate pupils and staff becoming familiar with use of teams as a platform for learning. Remote Learning Policy shared with stakeholders to ensure appropriate use for remote learning.	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: **[Use this space to review the success of your intervention in year 1. Record whether pupils' goals were met.]**		Annual review notes: **[Use this space to review the success of your intervention in year 2. Record whether pupils' goals were met.]**		Final review notes: **[Use this space to review the overall success of your intervention. Record whether pupils' goals were met.]**
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐		The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐		The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐

Anticipated expenditure	Year 1	IT Lead planning time one day per term – cost of supply to release £155	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£155				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£				

Intervention:	Parental engagement: Supporting Parents during the pandemic who are anxious about children attending		
Category:	Wider strategies		
Intended Outcomes:	Parents feel supported throughout the current pandemic, all children who are well are in school	Success criteria:	Parents are supported throughout the pandemic All children who are well are accessing school
Staff Lead:	PSA and Assistant PSA – DC/SL		

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in Y1: PSA and Asst PSA to work with identified parents. Alliance ½ day per week for identified PP pupils in Spring/summer term. ELSA sessions – ELSA trained support staff released one day per week to work with identified PP pupils.	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: **[Use this space to review the success of your intervention in year 1.]**	Annual review notes: **[Use this space to review the success of your intervention in year 2.]**	Final review notes: **[Use this space to review the overall success of your intervention.]**

	The intervention is performing:			The intervention is performing:			The intervention is performing:		
Light-touch review overall assessment	• Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐			• Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐			• Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐		
Anticipated expenditure	Year 1			Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐		Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐	
				Year 2	£		Year 3	£	
	Total anticipated expenditure:	£							
Actual expenditure	Year 1	£		Year 2	£		Year 3	£	
				Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐		Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	
	Total actual expenditure:	£							

Intervention:	Raising Aspiration : Opportunities to raise awareness of opportunities and possibilities				
Category:	Wider strategies				
Intended Outcomes:	PP pupils have increased opportunities'/raised awareness of career options and understand that aspiration is for all		Success criteria:	Increased opportunities PP attendance at events/sporting/careers increased Pupil Voice reflects the above PP pupils participate in Brilliant Club	
Staff Lead:	Aspirations Lead – LM				
Implementation	**Year 1**		**Year 2**		**Year 3**
	How we will implement this intervention in Y1: Careers Day organised virtually/in school by Aspirations Lead. Securing inspirational presenters virtually to speak to pupils, linked to curriculum. Work with schools in Trust in order to raise aspirations for every child – RI Leads. Brilliant Club to encourage pupils from disadvantaged backgrounds to explore opportunity of attending university when older. Residential visits subsidised for all disadvantaged (if permitted). After school clubs – ensure attendance by PP pupils (when reinstated). Attendance at town wide events as and when available.		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: **[Use this space to review the success of your intervention in year 1.]**			Annual review notes: **[Use this space to review the success of your intervention in year 2.]**		Final review notes: **[Use this space to review the overall success of your intervention.]**	
Light-touch review overall assessment	The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐			The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐		The intervention is performing: • Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐	
Anticipated expenditure	Year 1	Careers Day £2000 Residential Visits subsidised £250 x 30 pupils = £7500 Brilliant Club £2000 Inspirational speakers – local and national £2000 Aspiration Lead ½ day release per term - cost of supply £77.50 x 3 = £232.50		Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐
				Year 2	£	Year 3	£
	Total anticipated expenditure:	£13,732.50					
Actual expenditure	Year 1	£		Year 2	£	Year 3	£
				Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐
	Total actual expenditure:	£					

Intervention:	SEMH: support for parents and pupils around poor mental health and wellbeing			
Category:	Wider strategies			
Intended Outcomes:	Parents and pupils wellbeing and mental health is secure to ensure that pupils attend school are happy and ready to learn.	Success criteria:		Parents and pupils are supported and have access to people/projects/agencies/workshops that focus on wellbeing and mental health
Staff Lead:	SLT/PSA/Wellbeing Champion			

	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in Y1: **Pupils:** West View Project Alliance ⎤ for identified pupils ELSA ⎦ based on Term 1 assessments Breakfast Club (when reinstated) to support disadvantaged pupils so that they are not hungry and are ready to learn. **Parents:** PSA and Asst PSA – daily access for families requiring support. Signpost to agencies.	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: **[Use this space to review the success of your intervention in year 1.]**	Annual review notes: **[Use this space to review the success of your intervention in year 2.]**	Final review notes: **[Use this space to review the overall success of your intervention.]**

		The intervention is performing:		The intervention is performing:		The intervention is performing:	
Light-touch review overall assessment		• Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐		• Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐		• Far above expectations ☐ • Above expectations ☐ • As expected ☐ • Below expectations ☐	
Anticipated expenditure	Year 1	West View project £150 per day x 6 = £900 ELSA (cost £105 per day to release staff to deliver –) 1 day per week (depending on needs) = £4095 Breakfast Club 4 support staff for 30 mins each day M-F £3053.70	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐	Is expenditure anticipated to increase, decrease or remain the same?	Increase ☐ Decrease ☐ Remain the same ☐	
			Year 2	£	Year 3	£	
	Total anticipated expenditure:	£8,048.70					
Actual expenditure	Year 1	£	Year 2	£	Year 3	£	
			Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	Did expenditure increase, decrease or remain the same?	Increased ☐ Decreased ☐ Remained the same ☐	
	Total actual expenditure:	£					