



## Rossmore School Pupil Premium Strategy 2020 -23

### Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. Using academic data, pupil voice, attendance data and the knowledge of our family's needs we will align the use of PP funding with the wider needs of our school to ensure readiness for learning.

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

### Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- 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 emotional difficulties.
- Providing pupils with wider experiences outside of the classroom.
- Due to the current situation ensure the school is equipped to provide ongoing education in the event of pupil isolation or another lockdown situation.

### Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Low levels of literacy/oracy on entry.	Attendance
Poor language and communication skills	Prolonged absence from school due to Covid-19.
Access to IT for home-schooling due to the lack of opportunity for parental support at home.	Social and emotional difficulties
Access to the latest IT in school for computing and educational programmes.	Finance
Reading ability	Self-esteem

## **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 will 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. This philosophy has worked at Rossmore for a number of years hence why many of our interventions are tried and tested.

We will:

### **Explore**

- Identify key priorities that we can address
- Use data and research either in house or from organisations such as the Education Endowment Foundation.
- Examine the fit and feasibility for Rossmore School

### **Prepare**

- Develop a clear, logical and well-specified plan
- Ensure staff, space and resources required are available.

### **Deliver**

- Support staff and solve any problems with flexibility and ingenuity.
- Ensuring the needs of all pupils are at the forefront of any decisions we make.
- Making informed decisions on how to progress when the impact is not as expected.

### **Sustain**

- Ensure longevity in successful practices by putting the staffing, practical space and resources in place.
- Continually acknowledge, support and reward good implementation practices

## **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

### **Quality of teaching**

1. Professional development: Providing staff with the knowledge to improve the teaching of reading to all pupils.
2. Providing teachers with the technology and training to deliver ongoing teaching. In light of lessons learned on the importance of home learning.
3. By having at least one teaching assistant in every classroom to ensure pupils receive the support they need from the class teacher or TA to access learning.

## **Targeted academic support**

1. Structured interventions: Using teachers and TAs to provide feedback and targeted interventions using the evidence of work we see during lessons and the data collected using our assessment tool Balance. Also provide digital technology to allow interventions at home for our PP pupils.
2. To encourage the love of reading for our PP pupils through a reading club targeted at them specifically using accelerated reader.
3. One-to-one and small group support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs.

## **Wider strategies**

1. Attendance: Making free transport available for our pupils to and from school (Once Covid restrictions have lifted).
2. Readiness to learn: Using our SPI lead to 'check in' with pupils each day to ensure they are ready emotionally for the day ahead of them. This role is also to be used to check on the welfare of vulnerable PP children during the event of self-isolation or lockdown to include daily telephone calls.
3. Attendance: Use of our SPIL to improve attendance and foster links with parents
4. Wider opportunities: Fully financing the residential trips which take place from year 1 to year 6 at Rossmore School.
5. Wider opportunities – using JASS club to allow pupils to explore other strengths outside of academia.

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 data using Balance for our pupils is analysed each half-term and teachers use this to identify key areas of learning that need to be targeted and the interventions that need to be put in place.

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.

## Accountability

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

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

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

## Our funding

Funding summary: Year 1					
Total number of pupils	190	PPG received per pupil	£1,320	Indicative PPG as advised in School Budget Statement	£ 61,445
		Number of pupils eligible for PPG	50	Actual PPG budget	£67,611.75
Funding estimate: Year 2					
Estimated pupil numbers	190				
Estimated number of pupils eligible for PPG	45 x £1320				
Estimated funding	£59,400				
Funding estimate: Year 3					
Estimated pupil numbers	189				
Estimated number of pupils eligible for PPG	40 x £1320				
Estimated funding	£52,800				

## Intervention planning in full

<b>Intervention:</b>	Access to learning at school and home which will further consolidate learning from school. Especially to further support KS1.		
<b>Category:</b>	Quality of teaching		
<b>Intended outcomes:</b>	All PP pupils to access digital devices to support home/school learning.  Having a far bigger capacity to teach interventions digitally in school which can be followed up at home without the need for input from a parent.	<b>Success criteria:</b>	All PP pupils to access remote learning  Evidence of engagement with remote learning.
<b>Staff lead:</b>	T Podmore A Hutchinson		
<b>Implementation</b>	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>School to invest in more iPads or similar to ensure we have one available for every single PP pupil to support and develop home learning opportunities further consolidating interventions.</p> <p>To review educational APPs to be used in interventions and to support home-schooling.</p> <p>Provide training so teachers can use APPs and ipads to their full potential maximising impact.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>[Use this space to outline your plan for implementation in year 2. This could involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention.]</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>[Use this space to outline your plan for implementation in year 3.]</b></p>

	<p>EEF states digital technology can have an impact of +5 months. Some evidence of this impact being greater in younger children.</p>		
<p>Light-touch review notes</p>	<p>Annual review notes:  <b>[Use this space to review the success of your intervention in year 1.]</b></p>	<p>Annual review notes:  <b>[Use this space to review the success of your intervention in year 2.]</b></p>	<p>Final review notes:  <b>[Use this space to review the overall success of your intervention.]</b></p>

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£6,200	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease x Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease x Remain the same <input type="checkbox"/>
			Year 2	£0.00	Year 3	£0.00
	Total anticipated expenditure:	<b>£6,200</b>				

<b>Intervention:</b>	<p>To ensure early intervention across the school</p> <p>To identify children who should be working at ARE and those who have the potential and ensure 1:1 support is provided when required</p> <p>To ensure our PP children receive the appropriate level of support required within classroom learning enabling them to achieve their full potential.</p>		
<b>Category:</b>	Quality of teaching Targeted academic support		
<b>Intended outcomes:</b>	<p>To provide early intervention using assessment data in order to narrow the gap between PP and others.</p> <p>For feedback to be instant. For interventions to be in place the next lesson.</p>	<b>Success criteria:</b>	<p>Monitor PP pupils on Balance to ensure PP pupils are making appropriate progress.</p> <p>PP progress meetings to discuss the above.</p> <p>SLT focussed learning walks to ensure PP children are receiving support necessary.</p>
<b>Staff lead:</b>	SLT		
<b>Implementation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<p>How we will implement this intervention in year 1: This is a tried and tested approach for us that has consistently had an impact on our children's learning. As we use 'Balance' to monitor and track our pupils we get instant feedback about the pupils who have not met the objective that day. In order to improve our PP results early intervention will be in place to close the gap. This will be achieved by using our TAs to help identify those children who scored low in their work. They or the class teacher will then provide interventions or check-its with pupils using verbal feedback or modelling. Good quality feedback has been identified by EEF as +8 months.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>[Use this space to outline your plan for implementation in year 2. This could involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention.]</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>[Use this space to outline your plan for implementation in year 3.]</b></p>

	<p>We strive to ensure every class has a TA to provide support or free the teacher to support PP children when required. This has an impact of +1 month on the EEF.</p>		
<p>Light-touch review notes</p>	<p>Annual review notes:  <b>[Use this space to review the success of your intervention in year 1.]</b></p>	<p>Annual review notes:  <b>[Use this space to review the success of your intervention in year 2.]</b></p>	<p>Final review notes:  <b>[Use this space to review the overall success of your intervention.]</b></p>

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
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Anticipated expenditure	Year 1	£41,633	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same x	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same x
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£41,633				

Intervention:	To reintroduce our book club virtually to take into account the current restrictions in place due to Covid-19		
Category:	Targeted academic support		
Intended outcomes:	<p>To ignite a love of reading in pupils</p> <p>For class teachers to see an improvement in the knowledge of books and ability to read in these children.</p>	Success criteria:	<p>Pupil voice – did they enjoy the book club? Do they enjoy reading as a result of this club?</p> <p>Teacher feedback to provide us with an insight of the impact of the book club.</p>
Staff lead:	T Podmore Session ran by J Mundy		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>We had not long started an after school book club for PP children before lockdown came into action. Therefore, we would like to allow this to continue but through zoom meetings. We will need to ensure pupils have access to their iPad on the reading club nights. Teachers to provide J Mundy with areas of the curriculum that they feel would be useful to support their in class learning. However, the primary purpose is to promote the love of reading. Collaborative learning can have an impact of +5 months research has shown. We want this to feel like a team of pupils who collaboratively build a love of reading. Book talk is the key to this being successful.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>[Use this space to outline your plan for implementation in year 2. This could involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention. You should also use this space to set new goals for pupils.]</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>[Use this space to outline your plan for implementation in year 3. You should also use this space to set new goals for pupils.]</b></p>

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: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£ 669 for staffing.	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same x	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same x
			Year 2	£0.00	Year 3	£0.00
	Total anticipated expenditure:		£669			

Intervention:	To ensure that apps appropriate for home learning, emotional well-being and in school learning are available for our pupils.		
Category:	Wider strategies		
Intended outcomes:	<p>For technology to enhance the learning of our pupils.</p> <p>For identified APPs to supplement the learning and emotional support taking place in school.</p>	Success criteria:	<p>Evidence of APPs being used to support learning both in and out of school.</p> <p>Pupil feedback suggest that the APPs have encouraged and motivated them to learn.</p>
Staff lead:	T Podmore J Powell A Hutchinson		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>The first step will be to source and purchase the device we feel is most appropriate and cost efficient.</p> <p>Meetings with teams to identify APPs that will enhance the learning for home schooling and in class learning. These to then be purchased.</p> <p>Meeting with our pastoral lead to identify APPs for wellbeing that can be used by children when away from school but also in school.</p> <p>Digital technologies, although expensive, can have a positive benefit of +4 months especially when supplementing learning already taking place.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>[Use this space to outline your plan for implementation in year 2. This could involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention. You should also use this space to set new goals for pupils.]</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>[Use this space to outline your plan for implementation in year 3. You should also use this space to set new goals for pupils.]</b></p>

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: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£500 APP approximate costing:	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same x	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same x
			Year 2	£0.00	Year 3	£0.00
	Total anticipated expenditure:	<b>£500</b>				

<b>Intervention:</b>	Attendance: Through the use of our minibuses and SPIL to encourage and promote good attendance.		
<b>Category:</b>	Wider strategies		
<b>Intended outcomes:</b>	<p>To return our PP attendance figures as close to our 18/19 figure of 98% as possible.</p> <p>For parents to have access to an adult that can help them with attendance and punctuality issues.</p>	<b>Success criteria:</b>	<p>Attendance figures rise compared to last year (90%)</p> <p>Increased % of PP using the school bus service.</p>
<b>Staff lead:</b>	A Whittle		
<b>Implementation</b>	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Due to the current climate the use of minibuses for collection and drop off is currently on hold but the costs are still in place so that we can resume as soon as possible when the time arrives. Previous data showed that 44% of our bus users were PP. We give PP pupils priority access to the bus.</p> <p>Our SPI has the role of promoting good attendance within school with class competitions and also liaises with parents about the pupils with poor attendance putting into place attendance plans of support for both pupil and parent (see costings below)</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>[Use this space to outline your plan for implementation in year 2. This could involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention.]</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>[Use this space to outline your plan for implementation in year 3.]</b></p>

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: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	Bus contribution: £2,625 Pupil cost: £250 See other SPI role below for her costings.	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same X	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same X
			Year 2	£0.00	Year 3	£0.00
	Total anticipated expenditure:	<b>£2,875 (minibus only)</b>				

<b>Intervention:</b>	Readiness to learn: Part fund our school SPI ensuring the mental well-being of all of our pupils.		
<b>Category:</b>	Wider strategies		
<b>Intended outcomes:</b>	<p>Access to a counselling service for all pupils.</p> <p>Pupils who find the start of the school day difficult can speak to somebody who prepares them for the day ahead.</p> <p>Pupils know they can speak to somebody any time of the day.</p>	<b>Success criteria:</b>	<p>Pupil voice</p> <p>Parent voice</p>
<b>Staff lead:</b>	A Whittle		
<b>Implementation</b>	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Many PP pupils have external and internal barriers that affect their learning in school. For example: family break-ups, death in the family and social care.</p> <p>Parents and children alike rely on this service therefore this role will continue with our SPI in the new academic year (Safeguarding, Pastoral and Inclusion lead). EEF states that social and emotional learning can improve a child's learning by +4 months.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>[Use this space to outline your plan for implementation in year 2. This could involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention.]</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>[Use this space to outline your plan for implementation in year 3.]</b></p>

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: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£7,045	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same x	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same x
			Year 2	£0.00	Year 3	£0.00
	Total anticipated expenditure:	<b>£7,045</b>				

Intervention:	To offer wider experiences and boost self-esteem.		
Category:	Wider strategies		
Intended outcomes:	Use the JASS programme (Like Duke of Edinburgh Award) to provide recognition and opportunities for our PP pupils.	Success criteria:	Pupil voice Pupil engagement
Staff lead:	T Podmore Sessions to be ran by J Mundy		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>JASS is a programme to build, self-esteem, confidence and independence for our pupils. We started this before school closures (Covid) and we are keen to trial a virtual version of this using the digital technology we aim to invest in.</p> <p>Outdoor adventure (+4), Arts (+2) are two areas to improve learning.</p> <p>Collaborative learning (+5) will be key in this as the children will work together towards their award in the club.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>[Use this space to outline your plan for implementation in year 2. This could involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention.]</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>[Use this space to outline your plan for implementation in year 3.]</b></p>

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: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	2 hours x 38 weeks staffing £1,338	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/>
		Possible subscription costing		Decrease <input type="checkbox"/>		Decrease <input type="checkbox"/>
				Remain the same x		Remain the same x
	Year 2			£0.00	Year 3	£0.00
	Total anticipated expenditure:	<b>£1,338</b>				

<b>Intervention:</b>	To provide opportunities for all of our PP pupils to experience outdoor adventure and arts through school residential.		
<b>Category:</b>	Wider strategies		
<b>Intended outcomes:</b>	To remove the barrier of finance to our PP pupils for school residential trips.	<b>Success criteria:</b>	Pupils voice Parent voice
<b>Staff lead:</b>	S Davis-McCoy T Podmore		
<b>Implementation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<p>How we will implement this intervention in year 1:</p> <p>We provide a fantastic range of residential trips for our pupils from Y1 to Y6. EEF sights Outdoor adventure (+4), Arts (+2) as two areas to improve learning. We also feel these opportunities give our children access to the wider environment improving social skills and self-esteem.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>[Use this space to outline your plan for implementation in year 2. This could involve widening the strategy, amending the approach or phasing out the approach if it is a short-term intervention.]</b></p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>[Use this space to outline your plan for implementation in year 3.]</b></p>

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: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£7,351.75	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same x	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same x
			Year 2	£	Year 3	£
	Total anticipated expenditure:	<b>£7,351.75</b>				