



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.

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	Poor social interaction
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 Balance - our assessment tool. Also, to provide digital technology to allow interventions at home for our PP pupils.
2. 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
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 plan and deliver appropriate groups and interventions to enable vulnerable pupils to be ready for learning.
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 in year 2 and year 6 at Rossmore School.

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	180	PPG received per pupil	£1,455	Indicative PPG as advised in School Budget Statement	£60,235
		Number of pupils eligible for PPG	41	Actual PPG budget	£60,235
Funding estimate: Year 2					
Total number of pupils	183	PPG received per pupil	£1,455	Indicative PPG as advised in School Budget Statement	£69,840
		Number of pupils eligible for PPG	48	Actual PPG budget	£69,840
Funding estimate: Year 3					
Total number of pupil		PPG received per pupil		Indicative PPG as advised in School Budget Statement	
		Number of pupils eligible for PPG		Actual PPG budget	

2022/ 2023 Attainment

	<i>Pupils eligible for PP (Rossmore) in KS2 (2023 y6 teacher assessment)</i>	<i>Pupils not eligible for PP (Rossmore 2023 y6 teacher assessment)</i>	<i>Pupils not eligible for PP (national average – 2023 data)</i>	<i>Pupils eligible for PP (Rossmore) in KS1 (2023 y2 teacher assessment)</i>	<i>Pupils not eligible for PP in KS1 (Rossmore 2023 y2 teacher assessment)</i>	<i>Pupils not eligible for PP KS1 (national average – 2023 data)</i>
% achieving in ARE or above in reading, writing and maths	29% (2/7)	37%	59%			
% achieving in ARE or above in reading	71%	70%	73%	83%	86%	69%
% achieving in ARE or above in writing	71%	63%	71%	50%	76%	61%
% achieving in ARE or above in maths	57%	63%	73%	30%	86%	72%
% making at least expected progress in reading	86%	80%				
% making at least expected progress in writing	100%	87%				
% making at least expected progress in maths	71%	90%				

2023/ 2024 Attainment

	<i>Pupils eligible for PP (Rossmore) in KS2 KS2 SATS (10 pupils – 33%)</i>	<i>End of KS2 Whole class data KS2 SATS</i>	<i>Pupils not eligible for PP (national average – 2024 data)</i>	<i>Pupils eligible for PP (Rossmore) in KS1 (5 pupils-17%)</i>	<i>End of KS1 whole class data</i>	<i>Pupils not eligible for PP KS1 (national average – 2024 data)</i>
% achieving in ARE or above in reading, writing and maths	20% (2/10 pupils)	30%	61%			
% achieving in ARE or above in reading	40%	55%	74%	63%	76%	
% achieving in ARE or above in writing	50%	67%	72%	50%	65%	
% achieving in ARE or above in maths	30%	56%	73%	38%	65%	
% making at least expected progress in reading	No data for one child as they joined late so % are for 9 chn 90%	No data for 7 children so % are out of 20 chn 90%		87%	93%	
% making at least expected progress in writing	80%	100%		75%	93%	
% making at least expected progress in maths	80%	80%		75%	90%	

Intervention planning in full

Intervention:	Access to learning at school and home which will further consolidate all learning through the use of IPADS.		
Category:	Quality of teaching		
Intended outcomes:	<p>All PP pupils to access digital devices to support home/school learning.</p> <p>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.</p>	Success criteria:	<p>All PP pupils to access home learning.</p> <p>Evidence of engagement, enjoyment and lasting knowledge.</p>
Staff lead:	S Whittaker		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>School to invest in more iPads as necessary to ensure we have one available for every single PP pupil to support and develop home learning opportunities and further consolidating interventions and in-school learning.</p> <p>To address specific learning needs for each PP pupil and target certain APPs to support these needs. These APPs will include phonics (+5 months with the impact being greater the earlier the intervention takes place), reading comprehension strategies (+6 months) and oral language (+6 months) which will have</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Review of which children took an iPad in year 1 of intervention.</p> <p>Introduce to new pupils in Reception and inform current KS1 parents of the opportunity to receive a PP iPad.</p> <p>Review of APPs and offer PP drop-ins to parents to discuss individual APPs further.</p> <p>Discuss with teachers, pupil and parents</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

	<p>huge impact on our EAL PP pupils. SpellingShed will also be used across KS2 as it has proved to improve pupil's spelling progress.</p> <p>Provide training so teachers can use APPs and iPad to their full potential maximising impact.</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>The EEF also states that the average impact of parental engagement approach is +4 months. Having an iPad at home will enable parents to be involved with their child's learning. School will hold annual (and more if necessary) parents' meetings to explain the APPs allocated to their child and how they can support at home.</p>	<p>parental potential APPs they feel would support the learning of the pupils.</p> <p>Encourage previous parents who were reluctant to take an iPad.</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>With an increase in PP children, 5 more iPads will need to be purchased.</p>	
<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>School invested in 4 more iPads so that all PP children in Reception/KS1 could take an iPad home. 3/9 KS1 children decided to take us up on this offer. PP drop-ins were planned, but after reviewing this, they have only happened and will continue to happen when necessary.</p> <p>SpellingShed has improved the enjoyment and progress in spelling lessons across KS2 as well as providing CPD for staff in terms of lesson sequence and spelling rules.</p> <p>APPs have been added to chn's iPads which specifically target an area of need. Children have been able to refine their basic skills in grammar and maths and improve their</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>

	spelling.					
	Lack of parental involvement has impacted this initiative and so more work on collaborative partnerships with parents is needed next year.					
Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations / Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations / Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£1,020	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> x	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/>
		SpellingShed: £405		Decrease		Decrease
	£1425	Year 2	£1640	Year 3	£1340	
	Total anticipated expenditure across 3 years:	£7,105				

Intervention:	<p>To ensure that every class has at least one TA morning/afternoon to ensure early intervention across the school.</p> <p>To identify children who should be working at ARE and those who have the potential providing 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>		
Category:	Quality of teaching Targeted academic support		
Intended outcomes:	<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>	Success criteria:	<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>
Staff lead:	Sophie Whittaker SLT		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>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</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Review the TA staffing structure and distribute TAs into classes to suit the needs of the children.</p> <p>Appoint a further 2 apprentice Tas to support or children.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

	<p>close the gap. Individualised instruction has been identified by EEF as +4 months. 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, modelling and individualised tasks. Good quality feedback has been identified by EEF as +8 months. Teachers and SLT will give training and instructions to enable TAs to deliver high-quality interventions.</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>Previous year assessment will help to support the interventions required by pupils in receipt of PP and others.</p> <p>A minimum of 1 TA per class (Not always full time) is essential to allow for opportunities for PP children to succeed.</p>	
<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>As always, our TA's are our most influential and quality resource. The extra adults have been invaluable in the classroom for group/whole class and intervention support.</p> <p>PP data is monitored regularly and findings are discussed with teachers. Interventions and support have been put in place as a result of this.</p> <p>Summer Term analysis shows that our PP children in KS1 outperformed in reading, writing and maths. Our PP data at the end of KS2 show 50% of PP children achieved ARE in Writing, 70% in Reading and 40% in maths.</p> <p>Progress for PP looks poor. However, these numbers are very low which skews the percentage outcome. When I have looked at who the pupils are, they have either recently been put on the SEND register due to poor</p>	<p>Annual review notes:</p> <p>Summary of data:</p>	<p>Final review notes:</p> <p>[Use this space to review the overall success of your intervention.]</p>

	progress and/or there are referrals in place to support them in school.					
?Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations x • As expected • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations x • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 			
Anticipated expenditure	Year 1	£31,633	Is expenditure anticipated to increase, decrease or remain the same?	Increase x Decrease <input type="checkbox"/> Remain the same	Is expenditure anticipated to increase, decrease or remain the same? Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same x	
			Year 2	£ 45,633	Year 3	£ 31,633
	Total anticipated expenditure across 3 years:	£ 108,899				

Intervention:	Attendance: Through the use of our minibus and SPIL to encourage and promote good attendance.		
Category:	Wider strategies		
Intended outcomes:	<p>To align our PP attendance figures to be in line with national percentages.</p> <p>For parents to have access to an adult that can help them with attendance and punctuality issues.</p> <p>For parents to have the option of dropping their children off at school before learning time begins</p>	Success criteria:	<p>Attendance figures rise compared to last year</p> <p>Increased % of PP using the school bus service.</p> <p>A high % of PP children will attend breakfast club</p>
Staff lead:	L Macey		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Use of the school bus for pupils has proven to be vital for some PP children to keep a high attendance record. We give PP pupils priority access to the bus for bringing them and taking them home from school.</p> <p>Use of a breakfast and after-school club is now available for parents who need to drop-off or pick-up their children at slightly earlier/later times. Our SPIL leads these clubs as extra</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>The school bus will be used for trips out and residentials, but will not be used to collect and drop-off pupils in the morning and after school. Funding attached to this has been moved to support our new provision for morning and after school wrap-around-care.</p> <p>SPIL to continue whole school attendance league to promote good attendance. Liaisons</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

	<p>hours and provides breakfast and activities for the children. (See costings to part-fund our SPIL in the intervention below.)</p> <p>Our SPIL 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>with parents to continue for those with poor attendance putting into place plans of support for both pupils and parents.</p> <p>Our breakfast and after-school club will continue into the next academic year but on a larger platform. We will offer wrap-around care until 6PM which the SPIL will run.</p>	
<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>53% of the bus places available are taken up by our PP children and 20% of the places available for our breakfast/after school club are taken by PP children which shows that they are valuable.</p> <p>Our SPIL is very proactive with our attendance. Parents are contacted regularly via phone calls and when necessary, letters. Our attendance competition is a huge success as is our celebratory attendance day and own clothes days. Our PP premium attendance figures are 91.7% compared to our whole school figures of 94.6% and national average of 93%</p> <p>We do have some PP pupils with particularly low attendance who do pull the percentage figure down. All but 3 children have an attendance record of over 80%. The work our SPIL has done with these pupils and their families has played a large part in this.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p> <p>[Use this space to review the overall success of your intervention.]</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations / 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations x 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/>

	<ul style="list-style-type: none"> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	<ul style="list-style-type: none"> As expected Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	<ul style="list-style-type: none"> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 			
Anticipated expenditure	Year 1	Bus contribution: £2,625 Pupil cost: £250 Breakfast: £1950	Is expenditure anticipated to increase, decrease or remain the same? Increase x Decrease <input type="checkbox"/> Remain the same	Is expenditure anticipated to increase, decrease or remain the same? Increase <input type="checkbox"/> Decrease x Remain the same x		
			Year 2	£8,825	Year 3	£4,825
	Total anticipated expenditure across 3 years:	£18,475				

Intervention:	Readiness to learn: Mental-Well-being: Part fund our school SPIL and create mindful and calm spaces around the school to ensure the mental well-being of all pupils		
Category:	Wider strategies		
Intended outcomes:	<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 and parents know they can speak to somebody any time of the day.</p> <p>Pupils who need to regulate their emotions will have a safe space to do so.</p> <p>Nurture groups will take place in mindful and calm environments.</p>	Success criteria:	<p>Pupil voice</p> <p>Parent voice</p> <p>Staff voice</p> <p>Engagement in and use of the sensory rooms</p>
Staff lead:	L Macey SLT		
Implementation	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. Parents and children alike rely on the service that our SPIL provides. (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>Continue to use the bus for interventions and to create a safe space for our children.</p> <p>My Happy Mind programme will run into the next academic year as it has proven to be an effective resource in supporting our children's mental health and wellbeing.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

	<p>Our SPIL will take nurture groups, ELSA sessions, bereavement groups, social groups and other 1-1 sessions to support pupils using our double-decker bus space which has been re-furnished and decorated to be the creative and mindful space that the children need it to be. (Costings below)</p> <p>6/7 classrooms will include their own sensory room so that children are able to regulate their emotions in a familiar space and can access their learning when they are ready to do so.</p> <p>All classes will receive weekly 'My Happy Mind' lessons to teach them how to understand how their mind and brain work together and strategies to ensure that they know how to deal with certain emotions so they can get themselves back to a calm place.</p>	<p>Create the final 3 sensory rooms in Years 4,5 and 6.</p>	
<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Embedding 'My Happy Mind' into our curriculum has had such a positive impact on both staff and pupils. Children speak about and use their learning from 'My Happy Mind' throughout all aspects of their day. The lessons teach how the children can learn from each other, begin to understand each other and relate to each other so that they can all be more mindful of others' emotions. These lessons will definitely continue next year.</p> <p>Our SPIL continues to be an effective resource in terms of attendance (see above) and interventions linked to mental health and wellbeing. ELSA and Zones of Regulation interventions help lots of our children to understand who they are and how they're</p>	<p>Annual review notes:</p>	<p>Final review notes:</p> <p>[Use this space to review the overall success of your intervention.]</p>

	<p>feeling. Healthy Relationships and Transition workshops for Year 6 will be starting soon.</p> <p>Our bus continues to be a safe space for our children and is used for 1-1, group and class work.</p> <p>One of the classrooms has had a sensory space since October which has improved the mental health, wellbeing and behaviour of the children in this class. The space has also given children more independence when they need to decide on the best strategies for themselves to regulate their emotions.</p> <p>Another two classrooms will have a sensory room by the end of this academic year, but due to time restraints, the other sensory rooms will need to be completed next year.</p>					
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations / • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations x • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>SPIL: £8999</p> <p>My Happy Mind: £1496</p> <p>My Happy Mind resources: £1000</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p> <p>Increase <input type="checkbox"/></p> <p>Decrease X</p> <p>Remain the same</p>	<p>£11,246</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p> <p>Increase</p> <p>Decrease X</p> <p>Remain the same</p>	<p>£10,946</p>
		<p>Sensory rooms: £2000</p>	<p>Year 2</p>		<p>Year 3</p>	

		Double-decker bus upkeep: £1000				
		£13,496				
	Total anticipated expenditure across 3 years:	£35,688				

Intervention:	To offer wider experiences, boost self-esteem and offer PP pupils to experience outdoor adventure through residential		
Category:	Wider strategies		
Intended outcomes:	<p>To use art lessons to provide therapy for our pupils</p> <p>To use the art specialist to build staff confidence and knowledge when teaching art</p> <p>To remove the barrier of finance to our PP pupils for school day trips and residential trips.</p> <p>To provide all PP pupils with Forest School lessons to build social skills and self-esteem</p>	Success criteria:	<p>Pupil voice</p> <p>Staff voice</p> <p>Pupil engagement_</p>
Staff lead:	S Whittaker		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Our art specialist will teach all classes Y1-6 for a half-term throughout the year. These lessons create calm and enjoyment in our children which helps them navigate the rest of the curriculum. The art teacher will also provide key training to staff, art workshops as clubs for PP pupils and provide experiences including day trips to the Tate Gallery and inviting artists into school.</p> <p>All pupils (Y1-Y6) will have Forest School lessons for a half-term where they will be able to experience the great outdoors, build social skills and confidence whilst gaining key survival and first-aid skills.</p>	<p>How we will implement this intervention in year 2:</p> <p>.</p> <p>Our art specialist will continue to teach years 1-6 for a half-term each next academic year and provide support and training for staff as this has been a very influential form of CPD.</p> <p>The opportunities that the school provides in terms of Forest School and residential are excellent and so will continue</p> <p>Year 1 will have an overnight sleepover in the school hall.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</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 creating final art pieces and to problem solve in Forest School.</p> <p>Residential will go ahead this year for Y2, Y4 and Y6 pupils. EEF sights outdoor adventures (+4) as an area which improves learning. These opportunities give our children access to the wider environment improving self-esteem, resilience and independence.</p>	<p>Look to see if we can plan experiences using our school grounds for Y 3 or 5.</p>	
<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Throughout Autumn Term, our art specialist was able to work with 4 different classes to deliver units of work. She also worked alongside teachers to offer advice, support them in their planning and shared skills and knowledge to support their CPD. Due to a maternity leave, this teacher is now class-based until July. She continues to share her expertise in school and has worked with different classes during our 3-week Diversity project so that every class has still received art teaching from her this year. This provision will resume from September.</p> <p>58% of our PP children have benefitted from a residential or experience. Year 2 went to Delamere for 2 nights, Year 6 have enjoyed 3 nights and 4 days at JCA Adventure and Year 4 spent a night camping in our school grounds. Pupil voice is positive about these trips. Informal feedback from parents and teachers is very positive. We feel that this is an aspect</p>	<p>Annual review notes:</p> <p>See above (music)</p>	<p>Final review notes:</p> <p>[Use this space to review the overall success of your intervention.]</p>

	<p>of our funding that is spent wisely providing these children with such opportunities.</p> <p>Forest School sessions have been operating all year and will continue to do so. Years 1-6 all get at least 6 sessions throughout the year. These lessons are so beneficial to our Outdoor Learning curriculum. Children become more confident and familiar within different outdoor environments, learn skills for life, such as, first aid, survival techniques and cooking.</p>					
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£8,034</p> <p>Part-fund Art specialist: £5,844</p> <p>Forest School: £750</p> <p>Residential (Y6 and Y2): £1, 440</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p> <p>Increase <input type="checkbox"/>x</p> <p>Decrease</p> <p>Remain the same</p>		<p>Is expenditure anticipated to increase, decrease or remain the same?</p> <p>Increase <input type="checkbox"/></p> <p>Decrease</p> <p>Remain the same x</p>	
			<p>Year 2</p> <p>£10,034</p>		<p>Year 3</p> <p>£8034</p>	
	<p>Total anticipated expenditure across 3 years:</p>	<p>£26,102</p>				

Intervention:	E-Safety: To offer lessons in mindfulness and awareness to keep our children safe online		
Category:	Wider strategies		
Intended outcomes:	<p>To teach pupils how to keep themselves safe when working online</p> <p>To provide pupils with the correct tools to be able to navigate through the pressures of social media.</p>	Success criteria:	<p>Pupils' voice</p> <p>Parent voice</p> <p>Decrease in the amount of social media issues which arise</p>
Staff lead:	S Whittaker		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>The eAWARE lesson plans will be taught by all teachers so that all pupils will be getting taught content and knowledge appropriate for their age. The programme includes assessments, lesson plans and videos which allow teachers to carefully track and analyse what their pupils need to know.</p> <p>Years 5 and 6 will be involved in a 'Caught in the Web' mindfulness project delivered by ex-police officers. The project will guide the pupils into making good choices whilst online and help them to understand how they can improve their own mental health in today's digital world. Workshops will be run for adults to support parents in helping their children.</p> <p>The EEF states that general approaches which</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>The 'Caught in a Web' mindfulness project ran for a year so it has now ended and will not continue into the next academic year. Look at the skills gained and knowledge learnt and make sure that these are applied within the wider curriculum.</p> <p>In today's technical world, the eAWARE lesson plans have provided both CPD in terms of subject knowledge for teachers and insightful assessments so that we can teach and protect the children about the cyber world. We will continue to use eAWARE to teach eSafety next year.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

	encourage parents to support their children adds +4 months.		
Light-touch review notes	<p>Annual review notes:</p> <p>All teachers use the lesson plans and assessments tools to teach units of work. In today's techno world, we feel that it is absolutely vital to equip our children with the skills and knowledge to be able navigate the online world and the ever-growing demands of social media. UKS2 brings challenges in terms of relationships, online forums and cyber bullying. For these reasons, it is crucial that we continue to teach using eAWARE and that we continue to use the assessment tools in able to address any potential risks to our children as soon as possible.</p> <p>The 'Caught in a Web' mindfulness project has been a success. Years 5 and 6 enjoyed the E-Safety lessons and were able to apply their eAWARE learning to role plays and scenarios. A group of Year 5 children were involved in a Mental Health Roadshow which brought all of their learning together, allowed them to meet children from other schools and listen to inspirational speakers. The group were able to apply their learning back at school and presented new earning to the rest of the children. Overall, many skills were acquired and developed from this project which made it worthwhile.</p>	Annual review notes:	Final review notes: [Use this space to review the overall success of your intervention.]
Light-touch review	The intervention is performing:	The intervention is performing:	The intervention is performing:

overall assessment	<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations / • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations x • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£821.60 'Caught in a Web' programme plus resources: £430 eAWARE: 391.60	Is expenditure anticipated to increase, decrease or remain the same?	Increase Decrease x Remain the same	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease Remain the same x
			Year 2	£ 721	Year 3	£721
		Total anticipated expenditure across three years:	£2,263.60			

	Year 1	Year 2	Year 3
PPG budget	£60,235	£69,840	
Total expenditure	£60,234.60	£69,553	