



Christ Church CE Primary School

3-year long-term pupil premium strategy 2019-2022

Updated November 2020

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us 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. 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:

- Following our review, we have identified the for gaps that may have increased following the Covid19 closure to be reduced.
- FFT Aspire targets at the end of Key Stage 2 are met for Pupil Premium children, especially at Greater Depth. To ensure teaching is never less than 'Good' in every class.
- All children to make at least expected progress in English and Maths, providing targeted academic support for pupils who are not making the expected progress.
- Identified pupils, especially boys (where a gap exists), make accelerated progress.
- The achievement of SEND FSM6 children continues to be accelerated towards the attainment of their non SEND peers.
- Children across the school have a wider vocabulary and range of experiences.
- The enrichment of pupil experiences to impact on quality of English, Maths, problem solving and enhance their 'cultural capital'.

Barriers to future attainment

- Historically at Christ Church, pupils with PP have had to make gains in order to meet the national expectations. The pupils now in all year groups have a different prior

attainment. The challenge is no longer ensuring that just the national expectation is achieved alone, but an ever higher greater depth expectation also exists.

- The transition between KS1 and 2, has historically provided a challenge for PP children, from which the children recover by the end of KS2.
- An increasing number of Pupil Premium pupils are newly arrived with very little English.
- Boys underperform girls in KS1 and EYFS and catch girls up and overtake them in Y6.
- Maintaining standards with fewer staff.

Academic barriers to attainment	Non-academic barriers to attainment
Poor language and communication skills.	Staff have identified, that at times parental engagement could be improved, with particular reference to reading homework.
'Outstanding' teaching not present in every classroom.	Lack of focus and confidence due to poor mental health and wellbeing.
Sometimes pupils have different aspirations depending on their gender.	Safeguarding issues.
Lack of school readiness and independence.	Arriving at school hungry and not ready to learn.
A lack of exposure to a range of books or texts.	A lack of exposure to high quality life experiences.
	For many families English is an additional language and as a result, they find helping with school work at home difficult.
	A lack of or reduced access to the internet at home.

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.

Pupils who are not at the expected standard appear on a Vulnerable Pupil Action Plan. This means that they get targeted support that is reviewed on a termly basis within Pupil Progress Meetings.

Our tiered approach

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

1. Staffing
2. Resources

3. Enrichment
4. Services
5. Training

Within each category, we plan a range of interventions.

Staffing

1. Providing supplementary teaching and support where impact can be clearly demonstrated.
2. Small group tuition: Introducing targeted English and Maths teaching for pupils who are below age-related expectations, especially in Year 6.
3. When required one-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using Teaching Assistants.

Resources

1. English resources: the purchase of key English based resources that support our school improvement priorities.
2. Maths resources: the purchase of key Maths based resources that support our school improvement priorities.
3. Assessment resources: the purchase of resources that support the achievement of all pupils at the end of key stages.
4. Any other resources that are deemed necessary to support disadvantaged pupils.

Enrichment

1. Development of high quality experiences and cultural capital by subsidising educational visits or expert visitors in school.
2. Readiness to learn, attendance and punctuality: breakfast club providing pupils with a breakfast before school.

Services

1. Supporting disadvantaged readers via Beanstalk reading volunteers.
2. Providing vulnerable disadvantaged pupils and their families with vital early help through the Malachi Trust Family Support Worker.
3. Supporting the mental well being of disadvantaged pupils through counselling sessions provided by The Wellbeing Crew.
4. The purchase of new, and continuation of IT systems that support wider learning opportunities.

Training

1. School improvement priorities are supported by purchasing CPD as necessary.
2. Teachers and key leaders are up to date with latest educational strategies, approaches and statutory guidance by attending local authority briefings and training.

Our review process

Our three-year approach allows us to dedicate more time in the planning stage and then carry out 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.

Disadvantaged pupils who are not yet performing at the expected standard will have a personalised intervention to accelerate their progress as detailed on a ‘Vulnerable Pupil Action Plan’. The progress of pupils in receipt of the Pupil Premium 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 is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

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

The school is held to account for the spending of the Pupil Premium Grant 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.

Leaders are held accountable for pupil outcomes within school by the Full Governing Body as well as its sub committees.

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.

Our funding

Funding summary: 2019-2020					
Total number of pupils	210	PPG received per pupil	£1320	Indicative PPG as advised in School Budget Statement	£99,000
		Number of pupils eligible for PPG	78	Actual PPG budget	£106,000
Funding estimate: 2020-2021					

Estimated pupil numbers	210
Estimated number of pupils eligible for PPG	75
Estimated funding	£117,075
Funding estimate: 2021-2022	
Estimated pupil numbers	210
Estimated number of pupils eligible for PPG	75
Estimated funding	£117,075

Intervention planning in full

<p>Intervention:</p>	<p>Providing supplementary teaching and support where impact can be clearly demonstrated.</p> <p>Small group tuition: Introducing targeted English and Maths teaching for pupils who are below age-related expectations</p> <p>When required one-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using Teaching Assistants</p>		
<p>Category:</p>	<p>Staffing</p>		
<p>Intended outcomes:</p>	<ul style="list-style-type: none"> • FFT Aspire targets at the end of Key Stage 2 are met for Pupil Premium children, especially at Greater Depth. To ensure teaching is never less than 'Good' in every class. • All children to make at least expected progress in English and Maths, providing targeted academic support for pupils who are not making the expected progress. • Identified pupils, especially boys (where a gap exists), make accelerated progress. • The achievement of SEND FSM6 children continues to be accelerated towards the attainment of their non SEND peers. • UPDATED – The closure of Covid19 related increased Pupil Premium gaps across school. 	<p>Success criteria:</p>	<ul style="list-style-type: none"> • Where required, pupils make accelerated progress and disadvantaged students meet agreed FFT targets. • SEND Pupils make accelerated progress towards their non SEND peers. • The gender gap continues to be reduced so that it is as small as possible.
<p>Staff lead:</p>	<p>DHT</p>		

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <p>Supplementary staff will be recruited onto the staff team in order to provide high quality educational experiences for all. Through high quality assessment processes, children vulnerable in terms of attainment and achievement will be identified and an intervention proposed via a Vulnerable Pupil Action Plan. Staffing deployments will be modified if necessary to meet any vulnerabilities in terms of pupil progress.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Pupil Premium processes will be reviewed for their effectiveness as well as any staffing decisions that have been made.</p> <p>The strategy employed in year 2 will broadly mirror that of year 1, ensuring key gaps are closed and FFT targets are met. Strategic staffing decisions will continue to support this objective over time.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Pupil Premium processes will be reviewed for their effectiveness as well as any staffing decisions that have been made.</p> <p>The strategy employed in year 3 will broadly mirror that of year 1 and 2, ensuring key gaps are closed and FFT targets are met. Strategic staffing decisions will continue to support this objective over time.</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>November 2020</p> <p>Unable to review fully due to the Covid19 related school closure and the lack of end of year data.</p> <p>Continue with current interventions into 2020-2021 academic year.</p>	<p>Annual review notes:</p>	<p>Final review notes:</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 checked="" 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"/>

Anticipated expenditure	Year 1	£73,992	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£66,992	Year 3	£66,992
	Total anticipated expenditure:	£207,976				
Actual expenditure	Year 1	£77,253	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<p>English resources: the purchase of key English based resources that support our school improvement priorities.</p> <p>Maths resources: the purchase of key Maths based resources that support our school improvement priorities.</p> <p>Assessment resources: the purchase of resources that support the achievement of all pupils at the end of key stages.</p> <p>Any other resources that are deemed necessary to support disadvantaged pupils.</p>		
Category:	Resources		
Intended outcomes:	<ul style="list-style-type: none"> • FFT Aspire targets at the end of Key Stage 2 are met for Pupil Premium children, especially at Greater Depth. To ensure teaching is never less than 'Good' in every class • All children to make at least expected progress in English and Maths, providing targeted academic support for pupils who are not making the expected progress • Identified pupils, especially boys (where a gap exists), make accelerated progress. • The achievement of SEND FSM6 children continues to be accelerated towards the attainment of their non SEND peers. • Children across the school have a wider vocabulary and range of experiences. • Enrich pupil experiences to impact on quality of English, Maths, problem solving and enhance their 'cultural capital'. 	Success criteria:	<ul style="list-style-type: none"> • Teachers have the resources they need, particularly in English and Maths, to provide a high quality, focused curriculum for pupils. • Resources support the development of pupils' 'Cultural Capital'.
Staff lead:	DHT, key subject leaders.		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <p>English and Maths Leads liaise with the Pupil Premium Co-ordinator and make strategic resourcing decisions that will support the academic achievement of all pupils, but with a particular focus on continuing to close the gap between pupil premium pupils and those who are not in receipt of the grant. Similarly the Assessment Co-ordinator will liaise with staff to purchase assessment resources that will allow teachers to deepen the learning experience for the pupils and in turn accelerate their progress further.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>The effectiveness of resources purchased will be reviewed over time and key subject leaders will decide whether to repeat the acquisition of those resources in this academic year. New resources will be purchased as required by senior post holders within school.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>The effectiveness of resources purchased will be reviewed over time and key subject leaders will decide whether to repeat the acquisition of those resources in this academic year. New resources will be purchased as required by senior post holders within school.</p>
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>November 2020</p> <p>Unable to review fully due to the Covid19 related school closure and the lack of end of year data.</p> <p>Continue with current interventions into 2020-2021 academic year.</p>	<p>Annual review notes:</p>	<p>Final review notes:</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 checked="" 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"/>

Anticipated expenditure	Year 1	£10,386	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£10,386	Year 3	£10,386
	Total anticipated expenditure:	£31,158				
Actual expenditure	Year 1	£4,347	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<p>Development of high quality experiences and cultural capital by subsidising educational visits or expert visitors in school.</p> <p>Readiness to learn, attendance and punctuality: breakfast club providing pupils with a breakfast before school.</p>		
Category:	Enrichment		
Intended outcomes:	<p>Enrich pupil experiences to impact on quality of English, Maths, problem solving and enhance their 'cultural capital'.</p> <p>For vulnerable pupils to be ready to learn and have high levels of punctuality and attendance.</p>	Success criteria:	<p>Pupil progress is accelerated by a wider range of experiences, in turn raising their aspirations and deepening their knowledge and skills.</p> <p>PP Pupils have high levels of attendance and punctuality and are ready and alert for lessons each day.</p>
Staff lead:	DHT, Breakfast Club Lead, HT		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Each class will have a wow start at the beginning of their topics. Children will attend a termly Educational Visit. Co-ordinators will arrange for high quality 'expert' visitors, especially from the local community, to come into school and work with pupils.</p> <p>A daily free Breakfast Club will be available for pupils from 8.00 in the school hall. Here they will have a breakfast and take part in a range of constructive activities.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Subject to review, teachers will continue to plan enriching educational visits for pupils. Co-ordinators will also continue to arrange for high quality visitors to come to school.</p> <p>The intention is for Breakfast Club to continue.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Subject to review, teachers will continue to plan enriching educational visits for pupils. Co-ordinators will also continue to arrange for high quality visitors to come to school.</p> <p>The intention is for Breakfast Club to continue.</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>November 2020</p> <p>Unable to review fully due to the Covid19 related school closure and the lack of end of year data.</p> <p>Continue with current interventions into 2020-2021 academic year.</p>	<p>Annual review notes:</p>	<p>Final review notes:</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 checked="" 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"/>

Anticipated expenditure	Year 1	£4,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£4,000	Year 3	£4,000
	Total anticipated expenditure:	£12,000				
Actual expenditure	Year 1	£1,683	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<p>Supporting disadvantaged readers via Beanstalk reading volunteers.</p> <p>Providing vulnerable disadvantaged pupils and their families with vital early help through the Malachi Trust Family Support Worker.</p> <p>Supporting the mental well-being of disadvantaged pupils through counselling sessions provided by The Wellbeing Crew.</p> <p>The purchase of new, and continuation of IT systems that support wider learning opportunities.</p>		
Category:	Services		
Intended outcomes:	<ul style="list-style-type: none"> • All children to make at least expected progress in English and Maths, providing targeted academic support for pupils who are not making the expected progress • Identified pupils, especially boys (where a gap exists), make accelerated progress. • The achievement of SEND FSM6 children continues to be accelerated towards the attainment of their non SEND peers. • Vulnerable pupils and their families receive early help as needed. • Identified pupils are supported to maintain good mental health. 	Success criteria:	<p>Pupils continue to make accelerated progress with their Reading, especially those who are SEND.</p> <p>Early help provided to families reduces the number of escalations to Children’s Services referrals.</p> <p>Pupils report greater mental well-being.</p>
Staff lead:	DHT, AHT, English Co-ordinator, Computing Co-ordinator		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <p>Three Beanstalk Reading Volunteers work with less able readers as deployed by the English Co-ordinator in school. They read with pupils once a week and play games with them too.</p> <p>One afternoon a week, the Wellbeing Crew come into school and provide 30 minute counselling sessions for pupils as selected by DSLs in school.</p> <p>A day a week a Family Support Worker from Malachi will attend school and work with selected pupils and parents to provide 'early help' support. The support is intended to act as a 'safety net' to help prevent any safeguarding vulnerabilities from getting worse.</p> <p>ICT support services will be purchased to further enrich the curriculum and support teaching.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>The strategies outlined in Year 1, will continue into Year 2 and 3 if deemed successful after they have been reviewed.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>The strategies outlined in Year 1, will continue into Year 2 and 3 if deemed successful after they have been reviewed.</p>
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>November 2020</p> <p>Unable to review fully due to the Covid19 related school closure and the lack of end of year data.</p> <p>Continue with current interventions into 2020-2021 academic year.</p>	<p>Annual review notes:</p>	<p>Final review notes:</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"/>

Anticipated expenditure	Year 1	£14,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£14,000	Year 3	£14,000
	Total anticipated expenditure:	£42,000				
Actual expenditure	Year 1	£13,601	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<p>School improvement priorities are supported by purchasing CPD as necessary.</p> <p>Teachers and key leaders are up to date with latest educational strategies, approaches and statutory guidance by attending local authority briefings and training.</p>		
Category:	Training		
Intended outcomes:	<ul style="list-style-type: none"> • FFT Aspire targets at the end of Key Stage 2 are met for Pupil Premium children, especially at Greater Depth. Ensuring teaching is never less than 'Good' in every class. • All children to make at least expected progress in English and Maths, providing targeted academic support for pupils who are not making the expected progress • Identified pupils, especially boys, make accelerated progress. • The achievement of SEND FSM6 children continues to be accelerated towards the attainment of their non SEND peers. 	Success criteria:	<ul style="list-style-type: none"> • Staff are aware of the latest educational thinking and statutory requirements in order to allow them to provide high quality educational experiences for pupils. The pupils make accelerated progress and meet agreed targets.
Staff lead:	DHT, SBM		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <p>Key members of staff in end of key stage year groups will be sent on training courses as required, especially local authority briefings and moderations. Key knowledge and skills will be disseminated to staff as required.</p> <p>CPD will be purchased by school as needed in line with SIP priorities so that staff have the necessary skills to support the needs of pupils.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>The strategy of sending staff on key CPD sessions or arranging external providers for the whole staff training will continue in Year 2 and 3.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>The strategy of sending staff on key CPD sessions or arranging external providers for the whole staff training will continue in Year 2 and 3.</p>
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>November 2020</p> <p>Unable to review fully due to the Covid19 related school closure and the lack of end of year data.</p> <p>Continue with current interventions into 2020-2021 academic year.</p>	<p>Annual review notes:</p>	<p>Final review notes:</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 checked="" 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"/>

Anticipated expenditure	Year 1	£2,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£2,000	Year 3	£2,000
	Total anticipated expenditure:	£6,000				
Actual expenditure	Year 1	£208	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				