

3-year long-term Pupil Premium Strategy

Use of the Pupil Premium Grant at Silsden Primary School

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. 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. 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.

We will hold a proportion of the PPG in an “Emergency Response” fund. This is designed to support individual children and their families should their circumstances mean that there is a significant impact on a child’s ability to attend school and engage in learning.

We believe in selecting a small number of priorities as this gives 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.

Our priorities

Our priorities are as follows:

- Ensuring an ‘outstanding’ teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and parental engagement

Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Quality First Teaching.	Pupil Attendance
Effective intervention and targeted support	Access to Learning at Home
Pupils Speech and Language development	Parental Engagement/Aspirations

Pupils Reading ability including phonics and comprehension	Swift access to quality other professionals for medical/cognition and learning /care issues
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Our tiered approach

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

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have three interventions.

Quality of teaching

1. Bespoke Improving Teaching CPD package to move all teachers to good/outstanding
2. Professional development: Regular release time for teachers to participate in professional discussions with Subject Coordinators.
3. Pupils to have access to high quality Phonics Teaching and Provision

Targeted academic support

1. Structured Speech and Language interventions: Pupils to have access to professional internal Speech and Language Therapist support.
2. Small group tuition: PP Pupils to have access to a range of structured intervention for English and Maths before and after school
3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs based on providing opportunities to respond to feedback.

Wider strategies

1. Recruitment of School Inclusion Assistant to support PP families with attendance and other welfare issues
2. Ensure that all PP children have individual access to online learning at home.
3. Assistance with costs for wider extended curriculum access, school uniform and individual circumstances (Emergency Response Fund Included)

Our review process

The SMT will report on the progress of actions in this strategy to Governors each term. The SMT will conduct a light touch review each year. During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. All Pupil Premium pupils are a highlighted group and form a specific target for teacher performance management. The progress of pupils in receipt of the PPG is regularly discussed with teachers in their termly Performance Management Pupil Progress Meetings.

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. The Pupil Premium Link Governor will regularly meet with the HT and monitor the progress of the actions and impact of the plan on pupil achievement.

Accountability

Schools are expected to be able to articulate the standards relating to 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.

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: Year 1					
Total number of pupils	609	PPG received per pupil	£1345	Indicative PPG as advised in School Budget Statement	£137,325
		Number of pupils eligible for PPG	90	Actual PPG budget	£129,255
Allocated Spend Year 1		£136,000			
Funding estimate: Year 2					
Estimated pupil numbers	615				
Estimated number of pupils eligible for PPG	80				
Estimated funding	£120,000				
Funding estimate: Year 3					
Estimated pupil numbers	615				
Estimated number of pupils eligible for PPG	76				
Estimated funding	£115,000				

Intervention planning in full

Category:	<u>Quality of teaching</u>		
Intervention:	Bespoke Improving Teaching CPD package.		
Intended outcomes:	<u>Improve the quality of teaching and have an 'outstanding' teacher in every classroom by the end of year 3</u>	Success criteria:	<u>External validation show that the teaching profile has an 'outstanding' teacher in every classroom by the end of year 3</u>
Staff lead:	<u>SMT - KR</u>		
Implementation	Year 1	Year 2	Year 3
	<p>SMT to work collaboratively with our School Improvement partner to develop two bespoke training packages. This will be called the "F" plan.</p> <p>SMT to develop the criteria for elements relating Good/Outstanding teaching.</p> <p>Teachers to be put forward for CPD will be chosen through internal monitoring. Participation/access program to form part of teacher performance management.</p> <p>Package 1 – <u>Securing Good Teaching</u></p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

	<ul style="list-style-type: none">• Staff Highlighted through School Monitoring• Staff observe good teaching in other setting with a specific T&L focus• Outside Coach observes teaching in school and through professional discussion agrees next steps to improve teaching and then reviews. <p>Package 2 – <u>Moving from Good to Outstanding</u></p> <ul style="list-style-type: none">• Similar to Package 1.• Teachers in school to have a minimum of three years teaching experience		
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<p>Light-touch review notes</p>	<p>Termly/Annual review notes:</p>	<p>Termly/Annual review notes:</p>	<p>Termly/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	£17,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input 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 type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£	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:	£				

Category:	<u>Quality of Teaching</u>		
Intervention:	<u>Regular release time for teachers to participate in professional discussions with Subject Coordinators.</u>		
Intended outcomes:	<u>Improve the quality of teaching and have an 'outstanding' teacher in every classroom by the end of year 3</u>	Success criteria:	<u>External validation show that the teaching profile has an 'outstanding' teacher in every classroom by the end of year 3</u>
Staff lead:	<u>SMT - KR</u>		
Implementation	Year 1	Year 2	Year 3
	<p>Teachers to receive release time to work with subject coordinators in English and maths.</p> <p>Discussions based on evaluation and monitoring activities undertaken by coordinators.</p> <p>Cycle of monitoring following discussion to check implementation of actions.</p> <p>All teachers to receive a minimum of one session per term initially.</p> <p>Session to be more frequent/targeted where required.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Termly/Annual review notes:</p>	<p>Termly/Annual review notes:</p>	<p>Termly/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	£ 6,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input 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 type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£	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:	£				

Category:	<u>Quality of teaching</u>		
Intervention:	<u>Pupils to have access to high quality Phonics Teaching and Provision</u>		
Intended outcomes:	<u>PP children's phonic knowledge and reading ability to be improved</u>	Success criteria:	<u>PP children achieve similar or better phonic scores to their peers on the Y1 phonics screening test. In all three years of plan.</u>
Staff lead:	<u>SMT – AOH/JW</u>		
Implementation	Year 1	Year 2	Year 3
	<p>School to rewrite and map out phonics development scheme from phase 1-6</p> <p>Purchase of resources so that all adults are able to deliver elements of our phonics programme.</p> <p>Purchase of new reading scheme and associated resources so that children have access to high quality texts which are closely matched to their phonic knowledge.</p> <p>Non-teaching staff to attend addition training during INSET and after school to quire knowledge and skills so that delivery is effective.</p>	How we will implement this intervention in year 2 (in light of the year 1 light-touch annual review):	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

	School to buy in external support to validate and stress test scheme and provision in summer term 2021.		
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<p>Light-touch review notes</p>	<p>Termly/Annual review notes:</p>	<p>Termly/Annual review notes:</p>	<p>Termly/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	£10,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input 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 type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£	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:	£				

Category:	<u>Targeted Academic Support</u>		
Intervention:	<u>Structured Speech and Language interventions: Pupils to have access to professional internal Speech and Language Therapist support</u>		
Intended outcomes:	PP pupils are not limited in their attainment and progress at KS1 due to their speech and language difficulties.	Success criteria:	<u>Progress and attainment of Pupil Premium children in KS1 to be in line with non-Pupil Premium children and above national for similar group.</u>
Staff lead:	<u>SMT - JW</u>		
Implementation	Year 1	Year 2	Year 3
	School to bring external Speech and Language Therapist into school to work with children in EYFS and KS1 Specialist will; <ul style="list-style-type: none"> • assess and highlight children who need support • Create and implement individual programs of support and undertake these therapy sessions • Support teachers to implement elements of good S&L provision into their everyday classroom practice. 	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

<p>Light-touch review notes</p>	<p>Termly/Annual review notes:</p>	<p>Termly/Annual review notes:</p>	<p>Termly/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	£12,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input 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 type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£	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:	£				

Category:	<u>Targeted Academic Support</u>		
Intervention:	<u>Small group tuition: PP Pupils to have access to a range of structured intervention for English and Maths before and after school</u>		
Intended outcomes:	<u>PP pupils to achieve good rates of progress towards AREs</u>	Success criteria:	<u>Pupil Data shows that the GAP between PP pupils and Non PP Pupils diminishes over the academic year.</u>
Staff lead:	<u>SMT – JH,AHO</u>		
Implementation	Year 1	Year 2	Year 3
	PP pupils that are not on target to Achieve ARE to be given access to the following structured interventions which are appropriate to their needs; Racing Readers IDL Literacy IDL Maths Third Space Learning Bean Stalk Reading Y6 Booster Classes Home Learning/Homework Classes Groups to be time tabled before and after school TA staff to run these groups and paid additional hours.	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

<p>Light-touch review notes</p>	<p>Termly/Annual review notes:</p>	<p>Termly/Annual review notes:</p>	<p>Termly/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	£7,500	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input 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 type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£	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:	£				

Category:	<u>Targeted Academic Support</u>		
Intervention:	<u>One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs based on providing opportunities to respond to feedback.</u>		
Intended outcomes:	<u>PP pupils to achieve good rates of progress towards AREs</u>	Success criteria:	<u>Pupil Data shows that the GAP between PP pupils and Non PP Pupils diminishes over the academic year</u>
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p>Teaching Assistants to deliver 1.5 hours per week of targeted feedback support with all PP children. Support linked to next steps and guidance from teacher feedback to pupils in books.</p> <p>Support to be targeted at all abilities and be split into three sessions per week.</p> <p>Evidence of intervention to be indicated in books.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Termly/Annual review notes:</p>	<p>Termly/Annual review notes:</p>	<p>Termly/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	£17500	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input 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 type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£	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:	£				

Category:	<u>Wider Strategies</u>		
Intervention:	<u>Recruitment of School Inclusion Assistant</u>		
Intended outcomes:	<u>To increase parental engagement and pupil attendance</u>	Success criteria:	<u>Attendance of Pupil Premium children is above 96.0%</u>
Staff lead:	<u>SMT- KR,SAB</u>		
Implementation	Year 1	Year 2	Year 3
	<p>Creation of the role of SIA. Permanent Role to be appointed in November 2020 full time.</p> <p>Main focus of the role to be working with our Pupil Premium families on;</p> <ul style="list-style-type: none"> • Improving pupil attendance • Engaging Parents • Managing the school's EHA case load • Facilitating parents to specialist support/medical appointments • Raising Parents Aspirations 	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

<p>Light-touch review notes</p>	<p>Termly/Annual review notes:</p>	<p>Termly/Annual review notes:</p>	<p>Termly/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	£32,500 Full year. £13.500 for Year 1 to April 2021	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input 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 type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£	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:	£				

Category:	<u>Wider Strategies</u>		
Intervention:	<u>Ensure that all PP children have individual access to online learning at home.</u>		
Intended outcomes:	<u>Ensure there is no Digital Gap between PP children and non PP children at school</u>	Success criteria:	<u>All PP children engage and take part in the schools various online platform and home learning activities evidenced through online learning records.</u>
Staff lead:	<u>SMT KR</u>		
Implementation	Year 1	Year 2	Year 3
	<p>School to audit the connectivity at home of PP children. This will look at access to a device and access to broadband.</p> <p>School to purchase lap top devices to be loaned to PP children who have no suitable device at home</p> <p>School to provide wireless broadband access to PP families who do not have access to broad band at home.</p> <p>Purchase and roll out of SeeSaw online application for use in the setting of homework and activities.</p>	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

<p>Light-touch review notes</p>	<p>Termly/Annual review notes:</p>	<p>Termly/Annual review notes:</p>	<p>Termly/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	£18,500	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input 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 type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£	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:	£				

Category:	<u>Wider Strategies</u>		
Intervention:	<u>Assistance with costs for wider extended curriculum access, school uniform and individual circumstances</u>		
Intended outcomes:	<u>All PP children to have the opportunity to access all aspects of school life and not be limited by financial barriers at home.</u>	Success criteria:	<u>PP children attend all organised Educational Visits and Residential Events.</u>
Staff lead:	<u>SMT – KR</u>		
Implementation	Year 1	Year 2	Year 3
	Element of funding set aside for; <ul style="list-style-type: none"> • School Uniform • Access to educational visits • Access to residential visits • Access to extra-curricular clubs • Individual interests such as music tuition 	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

<p>Light-touch review notes</p>	<p>Termly/Annual review notes:</p>	<p>Termly/Annual review notes:</p>	<p>Termly/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	£15,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input 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 type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£	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:	£				