



Pupil Premium Strategy Statement – A Three Year Strategy Our philosophy

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. 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. All interventions are based on research and evidence of best practice using the EEF guidelines.

At Ditton each child is supported as an individual so that support is often bespoke to the child. All children are supported to be the very best that they can be in all aspects of their education.

Our priorities

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

- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour self-esteem and confidence
- Supporting Parents in order to work as effective partners

Barriers to future Attainment**Barriers to future attainment (for pupils eligible for Pupil Premium including high ability)****In-school barriers**

	<p>Children have limited / no parental support for homework, reading or academic study. As a result of limited reading support children are often behind their peers and do not have access to high quality reading material and engagement to develop their vocabulary.</p>
	<p>Aspiration, self-belief and confidence within the group of eligible for pupil premium there is a need for them to believe that they can achieve and have high expectations</p>
	<p>PPG children have social and emotional needs requiring additional pastoral care and guidance.</p>
	<p>Attendance and lateness can cause a significant loss of learning time for pupils</p>

External barriers

Attendance and punctuality. On analysis of in school data Free School Meals (FSM)/PPG groups have lower attendance and a small number of pupils are persistently late for school effecting the attendance figures. Some pupils in this group have also had higher percentage of absence due to illness.

Behaviour at home and family relationships. Some families report the challenges they face managing the behaviour of children at home. Some children come to school and are not prepared with the necessary equipment/ consent letters, correspondence and homework is not completed.

Children and families do not always seek help and support from other agencies to support the development of their children, for example Speech and Language, keeping appointments etc.

Outcomes

Desired outcomes and how they will be measured

Success criteria

	More (20%) PPG children in attain greater depth reading in attainment and progress.	Progress and attainment of PPG children by the end of Key Stage 2 is at least that of national. More PPG children attain greater depth
	The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase as evidence in increased contributions within the classroom, pupil and parental feedback.	Progress and attainment of PPG children by the end of Key Stage 2 is At least that of national.
	Attendance of the group of PPG children continues to improve. Punctuality also improves so that the children are not missing any learning.	Reduce the number of pupils whose absence falls below 10%. Improve overall PPG attendance and ensure children are on time for school.
	Provide emotional and social support for PPG children and their family to enable families and children have access to support outside the school setting e.g. Early help	Parents feel supported and gain access to support if needed. Children are more prepared for school and the school have effective engagement with parents.

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. Because of this we used the pre teach model for intervention and there is an example of how this looks below. Each of our interventions last 4 - 5 weeks (unless deemed to be having little impact). Each intervention starts with a form of assessment (Reading Benchmarking, NFER Assessments) and ends will a review of the impact of intervention.

08:40 – 09:15 - Children in pre teach groups with a teaching assistant. The teaching assistant delivers a condensed lesson of the maths learning objective that day.

Maths lesson – Children remain in their pre teach groups in the daily maths lesson with the teaching assistant supporting them.

At the end of the morning/afternoon – Children in their pre teach groups and complete a consolidation session, with the teaching assistant reviewing and revising the learning in maths from that day.

We will: **Explore**

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our tiered approach

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

1. Teaching

2. Targeted academic support
3. Wider strategies

Within each category, we have chosen interventions. This focussed approach ensures the best chance of success for each intervention.

Quality of teaching

1. Provide high quality training through the Warrington Teaching School
2. Work closely with the Math Hub 1 and First 4 Maths to support the development of Maths Teaching including members of staff trained in mastery teaching.
3. Teachers are encouraged to share good practice and have opportunities to visit other settings and observe other teachers within the setting
4. Training for the development of Phonics is prioritised ensuring that all staff are skilled to deliver phonics and to support children to use phonic strategies to read and to write
5. Leaders have dedicated leadership time to look at standards of teaching in their subject and to support other colleagues to develop their teaching
6. The school uses outside consultants to support leaders to evaluate school priorities and to develop the standards of teaching and learning
7. Leaders work with other leaders in the Multi Academy Trust to improve the standards of teaching in each subject area as well as developing middle leaders

Targeted academic support

1. Structured interventions for Speech and language development
2. Structured interventions for developing phonic knowledge, understanding and skills.
3. Small group tuition: Introducing targeted English and maths teaching for pupils who are ARE but the capacity for Greater depth.
4. Support from the pastoral leads (Geraldine Oldfield, Stella Hardman) for emotional support
5. Pre teach and consolidation model of small group intervention.

6. Support for parents and children to improve their attendance (Pastoral team)
7. Personal reading libraries for every child.
8. Targeted Friendship groups for children for our younger children.

Wider strategies

1. Parental engagement: Providing a Pastoral lead to support all aspects of Parenting
2. Engage with Parents from the start of Reception through the initial parents meeting and through home visits
3. PPG children are given priority access to clubs
4. PPG are given leadership opportunities and hold positions of responsibilities in the school like school council officers, road safety officers etc.

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.

Short term targets are set through our marking and feedback of children's work for every child and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers both informally and formally at 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 Executive Headteacher and PPG Governor 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 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 also publishes an evaluation of the impact if the spend the previous year

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	391 Pupils (excluding nursery)	PPG received per pupil	£1320	Indicative PPG as advised in School Budget Statement	£ Total budgeted for £ £223, 270
		Number of pupils eligible for PPG	140	Actual PPG budget	£ To be completed at the end of the year, when final figures are received

The school estimate that the number of PPG funding remains relatively consistent, although numbers entering the school in future years cannot be accurately estimated.

Intervention planning

Quality of Teaching

Intervention:	Phonics		
Category:	Quality of teaching		
Intended outcomes:	Continue to enhance quality of teaching of phonics	Success criteria:	The quality of teaching of phonics is strong across the school providing additional support for PPG pupils Fluency in reading has improved with PPG pupils in KS2 secure and fluent in reading a range of text
Staff lead:	Phonics lead (Hannah Birchall)		
Implementation	Year 1	Year 2	Year 3
	<p>EYFS/KS1 to continue to receive Letter and sounds and RWI training and keep abreast of evidence based research from EEF to improve the teaching of phonics training.</p> <p>Teachers to use strategies as a whole class strategy, target groups and individuals. The focus on raising PPG pupils reading decoding through segmenting and blending continues to be a priority.</p> <p>☺</p>	<p>Year 4 to receive bespoke training to ensure that strategies are continued into KS2 for the most vulnerable pupils including PPG and SEND.</p> <p>The strategy will be used as a whole class to support spelling and fluency in reading.</p> <p>The strategy will also be used to target groups and individuals.</p> <p>Train all staff on Little Wandle phonics after Audit by English hub.</p> <p>Purchase large quantity of decodable books for each stage</p> <p>Inform parents on change of approach – familiar books etc. Parent workshops/recorded films</p>	<p>Year 4 to receive bespoke training to ensure that strategies are continued into KS2 for the most vulnerable pupils including PPG and SEND.</p> <p>The strategy will be used as a whole class to support spelling and fluency in reading.</p> <p>The strategy will also be used to target groups and individuals.</p> <p>Year 3 to receive bespoke training to ensure that strategies are continued into KS2 for the most vulnerable pupils including PPG and SEND.</p>

Track any child not passing Y2 PSC and use scheme to support

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<p>Light-touch review notes</p>	<p>Annual review notes: <i>Significant disruption due to Covid. All staff received training. Phonics tutor used in Year 1 which was effective. 80% of Year 1s passed phonics screening check.</i></p> <p><i>New guidance from DfE meant review of Early reading and purchase of new phonics scheme. Plan now amended in light of this.</i></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"/> 		
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>££ to be confirmed</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Remain the same £12000 (Possibly £6000 grant from hub)</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Remain the same</p>
			<p>Year 2</p>	<p>££ to be confirmed</p>	<p>Year 3</p>	<p>££ to be confirmed</p>

	Total anticipated expenditure:	££ to be confirmed				
Actual expenditure	Year 1	£ Information to be added when final figure received at the end of the academic year	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:	£ To be completed at the end of the period when final figures are received				

What is the evidence and rationale for this choice?

Phonics support

From EEF phonics support has a proven impact with average gains of 4+ months.

Small group intervention with highly qualified staff have been shown to be effective as evidence as discussed in reliable evidence sources such as visible learning by John Hattie and the EEF toolkit.

The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective especially for older students.

Intervention:	<p>Teachers to access high quality training through the Warrington Teaching School Alliance and in house experts including consultants</p> <p>Training to be provided;</p> <p>Training for teachers new to their year group</p> <p>Training on Reading 'catch up' interventions</p>		
Category:	Quality of teaching		
Intended outcomes:	<p>Ensure that all maths and reading teaching in the school is strong.</p> <p>As a result of High quality teaching PPG children make better than expected progress</p>	Success criteria:	<p>The quality of teaching is at least good with most teaching outstanding.</p> <p>PPG children make better than expected progress in mathematics and reading</p> <p>Progress at the end of KS2 is at least in line with national average</p>
Staff lead:	Maths Lead and Reading Lead (Michael Linaker) First 4 Maths Specialist		
Implementation	Year 1	Year 2	Year 3

	<p>CPD for all teachers – at least half a day per half term to review and plan alongside a consultant.</p> <p>Teachers that are new to Year groups team teach and plan with a consultant.</p> <p>Reading consultant to work with teachers and support staff on accurate assessment and identification of barriers.</p> <p>Subject leader support from consultants</p> <p>Reading lead to monitor the impact of shared reading in every class and identify any training needs.</p>	<p>Leaders to assess the current training needs of staff members through monitoring and performance management.</p>	<p>Leaders to assess the current training needs of staff members through monitoring and performance management.</p>
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<p>Light-touch review notes</p>	<p>Annual review notes: <i>Teacher's accessed training appropriately. Improvements seen in books and in internal data. Some teachers now have consultant support once a term, small minority is one a half term. Shared reading has had impact on confidence of teachers and learners.</i></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	££ to be confirmed	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same
			Year 2	££ to be confirmed	Year 3	££ to be confirmed
	Total anticipated expenditure:	££ to be confirmed				
Actual expenditure	Year 1	£ Final figure added at the end of the academic year.	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:	£ Final figures to be added at the end of the period when these are known.					

What is the evidence and rationale for this choice?

Small group intervention with highly qualified staff have been shown to be effective as evidence as discussed in reliable evidence sources such as visible learning by John Hattie and the EEF toolkit.

The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective especially for older students.

There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress - EEF Toolkit EEF report on the impact of whole class shared reading

Intervention:	School to commission a PPG review bi-annually from an external consultant. This will ensure that the school has an accurate understanding of the impact of PPG funding and support to review and improve processes. Last completed January 2020		
Category:	Quality of teaching		
Intended outcomes:	The school has an accurate understanding of the impact of PPG funding and support the school to review and improve interventions and provision	Success criteria:	PPG pupils will have well targeted support and interventions in order to maximise the impact of PPG funding. PPG pupils will have continued improved outcomes with progress in line with their peers at the end of KS2 Leaders will have an accurate view of where the school is at and areas for improvement
Staff lead:	Chris Jones (Exec Head), Janette Pyne(Head of School) and Graeme Bourque (Assistant Head/PP Lead)		
Implementation	Year 1	Year 2	Year 3
	Ensure the latest PPG review's areas for development are achieved.	Commission an external PPG review from an external consultant annually to review the impact and provision of PPG funding.	Ensure the latest PPG review's areas for development are achieved.
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:

Light-touch review overall assessment	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 <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 <input type="checkbox"/> • As expected <input type="checkbox"/> • 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 <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	££ to be confirmed	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	££ to be confirmed	Year 3	££ to be confirmed
	Total anticipated expenditure:	££ to be confirmed				
Actual expenditure	Year 1	£ Final figure to be completed at	Year 2	£	Year 3	£

		the end of the academic year			
			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:	£ Final figure to be added at the end when final costs are calculated.			

Targeted Academic support

Intervention:	Individual and small group tuition by qualified teachers in English and Maths in years 5 and 6 which targets specifically able pupils where appropriate.		
Category:	Targeted academic support		
Intended outcomes:	Pupils targeted make accelerated progress in reading and maths improving fluency and understanding	Success criteria:	PPG pupils make accelerated progress in their reading from their starting point
Staff lead:	Janette Pyne (Head of School) , Michael Linker (Maths and Reading Lead), Graeme Bourque (Assistant Head/PP Lead) Chris Jones (Exec Head)		
Implementation	Year 1	Year 2	Year 3

	<p>Following on from using assessment information, individual pupils will be identified and targeted for support.</p> <p>The intervention is delivered in groups of 5/6 for 3- 5 sessions weekly (this varies depending on the intervention, class time table). The intervention will be carried out over a ten week period and then reviewed.</p>	<p>Following on from using assessment information, individual pupils will be identified and targeted for support.</p> <p>The intervention is delivered in groups of 5/6 for 3 x 60 minute sessions weekly. The intervention will be carried out over a ten week period and then reviewed.</p>	<p>Following on from using assessment information, individual pupils will be identified and targeted for support.</p> <p>The intervention is delivered in groups of 5/6 for 3 x 60 minute sessions weekly. The intervention will be carried out over a ten week period and then reviewed.</p>
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Light-touch review notes	<p>Annual review notes: <i>Tuition has been effective in both year groups with a number of children making better than expected progress despite disruption from the pandemic.</i></p>	Annual review notes:	Final review notes:
Light-touch review overall assessment	<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	£70000 to be confirmed	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	££ to be confirmed	Year 3	££ to be confirmed
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£ To be completed at the end of the academic year	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:	£ To be completed at the end of the period when final interventions have taken place.				

What is the evidence and rationale for this choice?

One to one/ small group tuition

EEF shows a gain of 5+months. The research has shown strong evidence of impact

Intervention:	Pre teach for reading and maths		
Category:	Targeted academic support		
Intended outcomes:	Pupil outcomes demonstrate at least good progress Improved outcomes for PP children in EYFS. KS1 interventions demonstrate a narrowing of an attainment gap where one appears by the end of year 2. KS2 interventions demonstrate the attainment gap has closed by the end of year 6.	Success criteria:	Improve the outcomes for PPG children in mathematics, improving the progress for PPG children and the more able.
Staff lead:	Mathematics Leader (Michael Linaker) English Lead		
Implementation	Year 1	Year 2	Year 3
	<p>Support staff timetables for pre and post teach interventions, particularly in the afternoons. Teachers to identify possible misconceptions/difficulties and plan to address these before the lesson.</p> <p>Post teach to address any child not ready for the next step of their learning.</p> <p>Pre and post teach to run from Year 1 to 6.</p> <p>Step Up to Year 6 maths intervention will start for targeted Y5 children in Autumn Term</p>	<p>Pre and post teach interventions to continue. Introduction of recognised intervention programme 'Write Away' with consultant support</p> <p>Tutor maths to be introduced to KS2 classes as an intervention and homework activity. The programme identifies gaps in prior knowledge and consolidates before moving children on.</p> <p>The intervention has an entry assessments and the programme responds to children's starting points. Progress will be measured from this starting point. This will take place 3 x 15 minutes weekly.</p>	<p>Pre and post teach interventions to continue. Consolidate recognised intervention programme 'Write Away' with consultant support</p> <p>Tutor maths to continue.</p> <p>The intervention has an entry assessments and the programme responds to children's starting points. Progress will be measured from this starting point. This will take place 3 x 15 minutes weekly.</p> <p>The intervention takes place in the Computer suite with a teaching assistant in two groups.</p>

Light-touch review notes	Annual review notes: <i>Training was needed for support staff to begin with, quality assured by TA lead.</i>		Annual review notes:		Final review notes:	
Light-touch review overall assessment	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 <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 <input type="checkbox"/> As expected <input type="checkbox"/> 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 <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£73000	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	££ to be confirmed	Year 3	££ to be confirmed
	Total anticipated expenditure:	££ to be confirmed				
Actual expenditure	Year 1		Year 2	£	Year 3	£

		£ To be completed at the end of the academic year	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:	£ To be completed at the end of the period, when final assessment has taken place.			

What is the evidence and rationale for this choice?

One to one tuition

EEF shows a gain of 5+months. The research has shown strong evidence of impact.

Use of information technologies

From EEF use of information and communication technologies shows that children can make a potential gain of 4+ months.

Intervention:	Pastoral lead to target PPG children and work closely with parents to improve their attendance and punctuality.		
Category:	Wider Strategies		
Intended outcomes:	Attendance of the group of PPG children improves and the difference diminishes between this group and others. Punctuality also improves so that the children are not missing learning.	Success criteria:	Attendance of PPG pupils improves year on year.

Staff lead:	Stella Hardman (Attendance Lead)		
Implementation	Year 1	Year 2	Year 3
	Attendance Lead/Pastoral Support to monitor the attendance of individuals Attendance Lead/Pastoral Support to work closely with parents to support them to improve the attendance of their child Implement the schools toolkit for attendance Work closely with the LA engaging with the enforcement team Implement an Early Help for pupils with persistent attendance	Attendance Lead/Pastoral Support to monitor the attendance of individuals Attendance Lead/Pastoral Support to work closely with parents to support them to improve the attendance of their child Implement the schools toolkit for attendance Work closely with the LA engaging with the enforcement team Implement an Early Help for pupils with persistent attendance	Attendance Lead/Pastoral Support to monitor the attendance of individuals Attendance Lead/Pastoral Support to work closely with parents to support them to improve the attendance of their child Implement the schools toolkit for attendance Work closely with the LA engaging with the enforcement team Implement an Early Help for pupils with persistent attendance
Light-touch review notes	Annual review notes: <i>New attendance policy in practise, case studies for targeted children, reduction in % of PA in all groups</i>	Annual review notes:	Final review notes:

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 <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"/> 		<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	£10000 to be confirmed	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	££ to be confirmed	Year 3	££ to be confirmed
	Total anticipated expenditure:	££ to be confirmed				
Actual expenditure	Year 1	£ To be completed at the end of the academic year	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:	£ To be completed at the end of the period when all information is gathered.				

What is the evidence and rationale for this choice?

Attendance and lateness serves as a huge barrier to individuals. Improving attendance will remove this barrier for the children. Improving attendance concerns can have a huge impact on attainment and progress.