



3-Year Long-Term Pupil Premium Funding
2020 - 2023

London South East Academies Trust

Responsible post holder	Executive Headteacher
Approved by / on	Summer 2020
Next Review	Summer 2021
Date shared with IEB Governors	
Date shared with staff	

Contents

P3 – P5 Overview of Pupil Premium and proposed spend at Bramley Oak Academy

P6 Funding Overview 3 Year Estimate

P7 – P17 Key Area 1 - Teaching

P17 – P25 Key Area 2 – Targeted Academic Support

P27 – P32 Key Area 3 – Targeted SEMH Support

P36 – P44 Key Area 4 – Wider Strategies

Bramley Oak Academy Pupil Premium Funding Report

Our philosophy

At Bramley Oak Academy we have the highest expectations and aspirations for all our students. Our Trust shares our belief that every student should have an equal opportunity to achieve their full potential. We share the drive to ensure that every student's academic achievement and qualifications matters.

We make every effort to ensure that disadvantaged students receive outstanding support and believe that our core business is to ensure our students make at least good progress as a result of good or outstanding teaching. The Department for Education (DfE) provides additional Pupil Premium Funding (PPF) to all schools based on the number of students eligible for Free School Meals (FSM) and the number of children who are looked after (CLA) and the aim of PPF is to support schools in raising the achievement of the most disadvantaged students.

As a school, we recognise that it is not the funding itself that will improve achievement and attainment, but how it is used. The Department for Education (DfE) expects us to use PPF appropriately and to be accountable for the decisions we make. We also know that Ofsted consider the active involvement of trustees as one of the characteristics of schools that are successfully using their PPF to improve achievement and that successful schools *“thoroughly involve trustees in the decision making and evaluation process”*.

Our priorities

To ensure that we maximise the effectiveness of the PP monies we have set the following priorities:

- Closing the attainment gap to at least national expected standards, particularly where this has been increased due to the Covid 19 shutdown.
- Outstanding teaching in all lessons
- Targeted SEMH and academic support to ensure that all students progress appropriately
- Addressing other non-academic barriers (included below)

Barriers to Learning Pupil Premium Strategy Statement for 2020-2023

The barriers to learning set out below reflect some deep seated and seemingly intractable socio-economic issues which do not lend themselves to “quick fixes”. Our School aims to use a large part of pupil premium money to break down these barriers consistently to ensure our young people are able progress to the next stage of their education. Within this overall approach, there will be a degree of variation in how pupil premium money is spent on an annual basis in response to specific performance data and outcomes. Furthermore, the senior leadership of the school and Trustees do look critically at the impact this spending is having on outcomes for all children, but especially the disadvantaged. Whilst the barriers to learning, identified below, are identified in the 2020/21 Pupil Premium Spending Plan they fully reflect our cohort of children. As part of this strategy, the significant impact of the Covid 19 shutdown will need to be taken into account. The long absence from an education setting compounded by many of the below issues will have a significant effect on academic progress as well as social and emotional wellbeing of students.

Barriers to learning

- a. Difficult life experiences outside school
- b. Poor speech and language development
- c. Speaking, reading and writing gaps
- d. Very low baseline attainment on entry due to significant gaps in their education as well as having social, emotional and personal development and communication issues.
- e. Parental disengagement and low aspirations
- f. Limited access to high quality learning materials outside school
- g. Attendance and punctuality issues
- h. Safeguarding and emotional barriers
- i. Access to education due to COVID 19 shutdown
- j. All children have special needs and therefore learning issues are compounded by some of the above

Key areas

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. This is comprised of four categories:

1. Teaching
 2. Targeted academic support
 3. Targeted SEMH support
 4. Wider strategies
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1. Teaching
 - Bespoke CPD/training for individual members of staff
 - Academic trips
 - Curriculum development

2. Targeted academic support

- Literacy interventions to target key areas of low progress (based on 'I can' statements RAG) and support packages including 'Read, Write, Inc, Power of Reading'
- Maths interventions to target key areas of low progress (based on 'I can' statements RAG) and support packages
- Intervention lead

3. Targeted SEMH support

- Group and individual therapy offer
- SEMH Tracker
- Challenge/team building/outward bounds day

4. Wider strategies

- Reward trips to support improving behaviour
- Additional training/support for staff in key areas e.g. intervention
- School uniform
- Rewards
- Student contingency fund

Funding Overview – 3 year estimate

Funding summary: Year 1					
Total number of pupils	KS1 – 6	PPG received per pupil	KS1 £1320	Indicative PPG as advised in School Budget Statement	£45,730
	KS2 – 49		KS2 £1320		
	Total – 44	Number of pupils eligible for PPG	KS1 – 2	Actual PPG budget	£45,730
			KS2 – 32		
Funding estimate: Year 2					
Estimated pupil numbers		KS1 - 7			
		KS2 - 48			
		Total 55			
Estimated number of pupils eligible for PPG		KS1 - 6			
		KS2 - 38			
		Total 46			
Estimated funding		KS1 £9,2140			
		KS2 £50,160			
		Total £60,720			
Funding estimate: Year 3					
Estimated pupil numbers		KS1 - 7			
		KS2 - 48			
		Total 55			
Estimated number of pupils eligible for PPG		KS1 - 6			
		KS2 - 38			
		Total 46			
Estimated funding		KS1 £9,2140			
		KS2 £50,160			
		Total £60,720			

Intervention planning

Intervention:	Intervention		
Barrier to learning:	a, e f, g, I, j		
Category:	2. Targeted academic support		
Intended outcomes:	That students impacted by the lack of an educational setting during the COVID 19 shutdown and subsequent challenges, close the increased academic gap and make accelerated progress.	Success criteria:	<ul style="list-style-type: none"> • Staff to have attended CPD in the delivering of effective interventions in core subjects • Children attainment to be rapidly closing the gap to age related expectations. • Children to have increased access to intervention programs. • Greater percentage of students making expected or greater than expected progress • Intervention Lead in place, training having been completed and meeting staff half termly to support with intervention.
Post Covid 19 impact Blended Learning	<p>Implementation of increased intervention. Focus on those children who have been highlighted as having not accessed any home learning to reduce the increased gap in attainment.</p> <p>Blended learning to take into account those children who are not able access learning at home. Blended learning lead to support teaching staff and work in conjunction with intervention lead in any instance of absence or closure.</p>		
Staff lead:	SLT, teachers, HLTA		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1: CPD will be given to Teaching and support staff in the implementation of interventions.</p> <p>Increased targeted interventions in areas of Maths and Literacy.</p> <p>Increased daily reading.</p> <p>Increased phonics.</p> <p>Staff work across the trust highlighting best practice and seeking support where outstanding practice is highlighted.</p> <p>Targeted training and development of a recovery curriculum.</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>	
Light-touch review notes	<p>Annual review notes:</p>		<p>Annual review notes:</p>		<p>Final review notes:</p>	
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	£8,500	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	£10,000		

	Total anticipated expenditure:	£29,500				
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:	£				

Intervention:	Intervention training		
Barrier to learning:	b, c, d, i		
Category:	1. Teaching		
Intended outcomes:	Improve the quality of teaching to support all teachers to move towards 'outstanding'. To close the gap in academic achievement.	Success criteria:	100% of teaching to be judged as good or outstanding. Increased rate of progress from students.
Post Covid 19 impact. Blended Learning	Disrupted learning behaviours for many children. Increased gaps and decreased progress. Blended learning will need to take into account the need for ongoing new teachings. This will form part of planning documents. Support will be given where needed by the DHOS, Intervention Lead and the Blended Learning lead		
Staff lead:	SLT, Curriculum leaders, teachers		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: Targeted training for intervention lead in assessment, baselining and intervention schemes for core subjects. Training for class teams in effective interventions in the classroom.	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):

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	£750.00	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	£1000.00	Year 3	£1000.00
	Total anticipated expenditure:	£3000.00				
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:	£				

Intervention:	Literacy and Numeracy equipment to aid learning and intervention.
Barrier to learning:	a, b, c, d, e, f, g, h, i
Category:	1. Teaching

Intended outcomes:	<p>To provide all students access to suitable equipment to support in their literacy and numeracy. To improve outcomes in literacy and numeracy for children.</p> <p>Practical resources for Numeracy to include, Diennes, Numicon, 100 squares, number lines.</p> <p>Practical resources for literacy to include; reading focus cards, phoneme frames, sound cards, sound subs, additional read write inc resources.</p>	Success criteria:	<ul style="list-style-type: none"> • To ensure all students make at least expected progress in maths and a closing of the gap for those students not meeting age related expectations. • To ensure all students make at least expected progress in literacy and a closing of the gap for those students not meeting age related expectations. • For all students to be using appropriate equipment in all lessons. Including - Diennes, Numicon, 100 squares, number line, reading focus cards, phoneme frames, sound cards, sound subs, additional ‘read write inc’ resources
Post Covid 19 impact. Blended Learning	<p>Key equipment has not been accessible to many children during lock down leading to decreased levels of progress and increased knowledge gaps.</p> <p>Blended learning planning will need to consider the need for practical resources to be sent home as well as how children across the school will access equipment across bubbles.</p>		
Staff lead:	HoS, AHTs, SENCo		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Purchasing of key equipment. • Training delivered by subject leads, online training, DHOS and online training. • Use of equipment as part of interventions by intervention lead. • Use of equipment to be monitored by DHOS and HOS. 	<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>

Intervention:	CPD training in relation to teaching of Core Subjects
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Barrier to learning:	b, c, d, f, g		
Category:	1. Teaching		
Intended outcomes:	That all staff have developed in individual areas of need and/or school need so that the quality of education is impacted for all students and ensure better outcomes for students.	Success criteria:	<ul style="list-style-type: none"> • Olevi training is undertaken by all teaching staff. • Olevi training in undertaken by all support staff. • CPD for all staff around the introduction of schemes of work. • Bespoke areas of CPD/training to be identified for individual members of staff • Ongoing support for CPD in targeted areas around introduction of schemes of work.
Post Covid 19 impact. Blended Learning	<p>Disrupted learning behaviours for many children. Increased gaps and decreased progress.</p> <p>Blended learning will need to take into account the need for ongoing new teachings. This will form part of planning documents. Support will be given where needed by the DHOS, Intervention Lead and the Blended Learning lead</p>		
Staff lead:	SLT, teachers, HLTA		

Implementation	Year 1	Year 2	Year 3
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	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • PPs knowledge and understanding will be developed and embedded through personalised training and support led by identified staff including HLTAs • External CPD in relation to introduction of schemes of work. • Olevi offered to TAs (OTAP) and teachers (DTP) • Use of wider trust staff to support and mentor staff were needed. • Support and training for PPs from the intervention lead. 		<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>	
Light-touch review notes	<p>Annual review notes:</p>		<p>Annual review notes:</p>		<p>Final review notes:</p>	
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	£2000	Is expenditure anticipated to increase, decrease or remain the same?	<input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same	Is expenditure anticipated to increase,	<input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same

					decrease or remain the same?	
			Year 2	£3000	Year 3	£3000
	Total anticipated expenditure:	£9000.00				
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:	£				

Intervention:	Academic trips		
Barrier to learning:	a, e, f, g		
Category:	1. Teaching		
Intended outcomes:	<ul style="list-style-type: none"> To expose students to cross curricular opportunities and education in context. To make learning interactive and engaging. To show students how their learning in school works within the world and why it is important. Introducing a clear link between learning and careers. 	Success criteria:	At least 3 curriculum trips per year for each student which are linked to the themed learning and give students opportunities to discover new ways of thinking, how curriculum links to the world, how curriculum links to careers etc.
Post Covid 19 impact. Blended Learning	<p>Many children will have had limited time outside and or visiting different places (sports facilities, Recreational facilities). This could be an ongoing problem in relation to social distancing and potential lockdowns.</p> <p>This will need to form part of any risk assessments for visits. Bringing visitors into school for enrichment activities in the interim period.</p>		
Staff lead:	Curriculum lead, teachers and SLT		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • All themes for the year to be pre planned • CPD time to be given to discuss and decide • All trips to be planned at start of the year so students are aware • Planned trips to link to theme and curriculum aims. 	<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>
Light-touch review notes	<p>Annual review notes:</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
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	£2000.00	Is expenditure anticipated to increase, Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/>	Is expenditure anticipated to increase, Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/>
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			decrease or remain the same?	Remain the same <input type="checkbox"/>	increase, decrease or remain the same?	Remain the same <input type="checkbox"/>
			Year 2	£2300.00	Year 3	£2300.00
	Total anticipated expenditure:	£6900.00				
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:	£				

Intervention:	Curriculum development		
Barrier to learning:	a, b, c, d, e, f, g, h, i		
Category:	1. Teaching		
Intended outcomes:	Delivering a curriculum that prepares every child for WORLD (Working together, Optimism, Resilience, Learning, Decision Making), by ensuring that the curriculum is not solely focused on individual lessons but is an entire planned learning experience with a child centred approach to every aspect of a student's life including therapeutic provision, SEMH needs, rewards/sanctions and learning. Improved staff confidence and quality of planning and teaching.	Success criteria:	<ul style="list-style-type: none"> • Students actively engaged in learning • Lower percentage of behaviour incidents • Lower percentage of internal exclusions • Lower percentage of external exclusions • Greater percentage of students making expected or greater than expected progress
Post Covid 19 impact. Blended Learning	Potential decrease in behaviour, learning behaviours and attendance after a long period of non attendance. Use of the recovery curriculum and increased levels of PSHE to support students.		

	In the event of blended learning, this will be supported with video assemblies and ongoing focus on recovery curriculum.		
Staff lead:	Curriculum lead, teachers and SLT		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • All themes for the year to be pre planned • CPD time to be given for reflection and planning time • Monitor Teaching and Learning through Learning Walks, Lesson Observations and Book Scrutinies to identify where the lesson fits into a sequence of lessons over time, and what students already knew and understood. 	<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"> • Review curriculum at the end of each theme to evaluate progression made in Teaching and Learning and that the rationale for content choices and curriculum sequencing • From this review, changes made or key areas developed for the next theme/half term or planned for longer term development • Within each curriculum theme there are planned enrichment activities, e.g. Educational Visit, Key Speakers. 		

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	£2,000	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	£3000.00	Year 3	£3000.00
	Total anticipated expenditure:	£9000.00				
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:	£				

Intervention:	Literacy interventions to target key areas of low progress (based on ‘I can’ statements RAG) and support packages including ‘Read, Write, Inc’		
Barrier to learning:	a, b, c, d		
Category:	2. Targeted academic support		
Intended outcomes:	To continue focus on improving reading and spelling standardised scores so that students who are below their expected attainment can make good or rapid progress so that the gap is closed. This progress will increase student’s access across the curriculum.	Success criteria:	Improved reading standardised scores so that students are progressing at expected or better rate towards year expectations. This will mean that students are better able to access all areas and subjects within the curriculum.
Post Covid 19 impact. Blended Learning	<p>Evidence shows that some children have regressed in areas of literacy. Baselining and gap analysis to be used to support intervention planning and class teaching in these areas.</p> <p>Blended learning will support practising of key skills around phonics, reading and writing. New learning will continue to be introduced. Intervention lead and blended learning lead will support teaching staff and families with a focus on those children identified as not making progress and those that have previously not engaged with blended learning.</p>		
Staff lead:	Curriculum lead, English lead, intervention teacher, class teacher, SLT		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Develop how literacy interventions run and how they are tracked • Work with schools within the trust so that we are using best practice • To add to and expand reading collection: levelled reading books to aid reading progress and high interest low level reading books keep the interest of students. • Increased funding to pay a percentage of a literacy/reading intervention member of staff 	<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>
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	<ul style="list-style-type: none"> • To identify support that can be used within class and relay this to class staff and offer continued support with this • Continue to use and promote 'Read, Write, Inc' to help support students and parents/carers with home learning and also helps to engage students with their literacy skills 		
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Light-touch review notes	Annual review notes:	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	£2000.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£2500.00	Year 3	£2500.00
	Total anticipated expenditure:	£7500.00				
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:	£				

Intervention:	Maths interventions to target key areas of low progress (based on ‘I can’ statements RAG) and support packages		
Barrier to learning:	a, b, c, d		
Category:	2. Targeted academic support - Numeracy		
Intended outcomes:	To continue focus on improving numeracy skills so that students who are below their expected attainment can make good or rapid progress so that the gap is closed. This progress will increase student’s access across the curriculum such as in science, cookery etc. To enhance numeracy skills across the school.	Success criteria:	<ul style="list-style-type: none"> To ensure all students make at least expected progress in maths and identifying those students who, with extra support, could make rapid progress. Supporting year 6 KS2 students to access and gain their numeracy SATs
	<p>Evidence shows that some children have regressed in areas of Numeracy. Baselining and gap analysis to be used to support intervention planning and class teaching in these areas.</p> <p>Blended learning will support practising of key skills around phonics, reading and writing. New learning will continue to be introduced. Intervention lead and blended learning lead will support teaching staff and families with a focus on those children identified as not making progress and those that have previously not engaged with blended learning.</p>		
Staff lead:	Curriculum lead, Maths lead, intervention teacher, class teacher, SLT		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: <ul style="list-style-type: none"> Develop how numeracy interventions run and how they are tracked Work with schools within the trust so that we are using best practice To identify support that can be used within class and relay this to class staff and offer continued support with this. 	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):

	<ul style="list-style-type: none"> To work alongside the academy trust to develop the use of an effective numeracy intervention program. Research other numeracy apps/software to support students 					
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	£1500.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£2000.00	Year 3	£2000.00
	Total anticipated expenditure:	£6000.00				
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:	£				

Intervention:	Speech and Language Therapy (SALT)		
Barrier to learning:	a, b, c, d		
Category:	2. Targeted academic support		
Intended outcomes:	To provide SALT evaluation, individual intervention and class support for students with speech and language difficulties.	Success criteria:	<ul style="list-style-type: none"> • Improved SALT outcomes for identified students through 1-1/small group support • Improved in class SALT interventions • Students making expected progress within literacy
Post Covid 19 impact. Blended Learning	SALT assessments will take place and highlight any impact on access or speech and language over shutdown. SALT will continue to be offered remotely in the instance of any level of shutdown or required isolation. SALT will liaise with AHOS and families to support this.		
Staff lead:	SENCo, SALT specialist, SALT champion, SLT		

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • SALT evaluation and intervention will support both in and out of class interventions to assist students to reach their full communicative potential. • Identified students are given individualized SALT targets and advice is given for individual students to support with emotional literacy. • Advice is given to support wider interventions taking place. • SALT specialist directly supports intervention lead to deliver literacy intervention. 	<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"> SALT to train one PP in each class so that SALT support is given at all times 					
Light-touch review notes	Annual review notes:		Annual 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"/> 			
Anticipated expenditure	Year 1	£3000	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£4000	Year 3	£4000
	Total anticipated expenditure:		£12,000.00			
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:	£			

Intervention:	Occupational Therapy (OT)		
Barrier to learning:	a, e, f, h, j		
Category:	3. Targeted SEMH support		
Intended outcomes:	To provide OT evaluation, individual intervention and class support for students with this need highlighted in their EHCP.	Success criteria:	<ul style="list-style-type: none"> Improved outcomes for identified students through 1-1/small group support Improved in class OT interventions Increased functional skills
Post Covid 19 impact. Blended Learning	Lack of access to services and general access to activities that support both gross and fine motor control. Students to be further assessed on need after return.		
	In the instance of isolation on shutdown Sensory Leads to provide support and activities for children to do at home.		
Staff lead:	SENCo, SALT specialist, SALT champion, SLT		

Implementation	Year 1	Year 2	Year 3
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	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • OT evaluation and intervention will support both in and out of class interventions to assist students to improve functional skills. • Identified students are given individualized OT targets and advice is given for individual students to support with sensory circuits. • OT specialist directly undertakes interventions both in class and individually. • OT to support Sensory circuit lead so that OT support is available throughout the week. • Training in sensory circuits for Sensory Circuits lead. 		<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>	
Light-touch review notes	<p>Annual review notes:</p>		<p>Annual review notes:</p>		<p>Final review notes:</p>	
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	£3000	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£4000		

	Total anticipated expenditure:	£15,000.00				
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:	£				

Intervention:	Group and individual therapy offer		
Barrier to learning:	a, d, e, h		
Category:	3. Targeted SEMH support		
Intended outcomes:	To increase current therapy offer so that a greater number of students are able to access the service. This is to support students with their social and emotional wellbeing so that they are then able to make better choices in their own behaviour, that they will feel more settled and supported and that they are able to access their academic studies.	Success criteria:	<ul style="list-style-type: none"> • Increase percentage of students accessing therapy offer (apart from those accessing therapeutic support off site e.g. CAMHs) • Increase in SEMH data across the 5 identified development strands: Self-worth, Self-awareness, Relationships, Communication/Interaction and Problem Solving. • Mental Health Weeks • Drop in sessions offered • In class mental health interventions
Post Covid 19 impact. Blended Learning	Therapy assessments will take place and highlight any impact on access or speech and language over shutdown. Therapy keeping in touch will continue to be offered remotely in the instance of any level of shutdown or required isolation. Therapy team will liaise with AHOS and families to support this.		
Staff lead:	Therapy team and SLT		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Full therapeutic team in place at the start of the year • Regular line management with AHoS • Regular feedback to staff including in class, SENCO, welfare officer etc. • Regular weekly drop ins 	<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>
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	<ul style="list-style-type: none"> • Analysis of SEMH data to decide on whole school strategies and individual student needs • Development of mental health awareness amongst staff and children through organised focus days. 		
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Light-touch review notes	<p>Annual review notes:</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
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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"/>
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Anticipated expenditure	Year 1	£10,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease Remain the same	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease Remain the same
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			Year 2	£13,500	Year 3	£13,500
	Total anticipated expenditure:	£40,000				
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:	£				

Intervention:	SEMH tracker		
Barrier to learning:	a, d, e, h		
Category:	3.Targeted SEMH support		
Intended outcomes:	To have clear evidence of individual students current SEMH status as well as be able to assess patterns across the school and in key cohorts	Success criteria:	<ul style="list-style-type: none"> • Termly data entry with published outcomes • Termly data pack presented to SLT • Individual and whole school actions to be agreed and implemented following each data drop
Post Covid 19 impact. Blended Learning	<p>It is possible that there has been significant impact around SEMH needs including significant trauma and more limited access to external services and support. This will have had a possible impact upon their SEMH needs.</p> <p>School based learning will have a focus around the recovery curriculum and SEMH tracker will be used to monitor ongoing progress in this after baselines have done.</p> <p>This data will be analysed if any further lockdown is undertaken, ensuring those that show regression in progress are supported on re-entry.</p>		
Staff lead:	Therapy team, SEMH target tracker team and SLT		

Implementation	Year 1	Year 2	Year 3
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	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Staff to feedback to tracker team on seen/not seen elements • SEMH tracker team to meet termly - cover provided where necessary to facilitate this • Therapy team to process data and complete data pack. • Therapy team to use data to produce outcomes and action plan • Therapy team to present to SLT for discussion and decision 	<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>
Light-touch review notes	<p>Annual review notes:</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
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	£750.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same ✓	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same ✓
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			Year 2	£1000.00	Year 3	£1000.00
	Total anticipated expenditure:	£3000.00				
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:	£				

Intervention:	Challenge/team building/outward bounds day		
Barrier to learning:	a, d,e f, g		
Category:	3.Targeted SEMH support		
Intended outcomes:	To provide opportunities to those students from disadvantage families with similar enrichment trips as their peers. The trips will give students the opportunities to develop their independence and risk taking skills. It will also give students a chance to bond with others, work within teams to reach outcomes and show them the importance of this.	Success criteria:	At least one day offered to KS1 and KS2 over the academic year. Opportunities to develop student's social, emotional development, improving confidence and self-worth. Students get a chance to bond with others, work within teams to reach outcomes and show them the importance of this.
Post Covid 19 impact. Blended Learning	Many children will have had limited time outside and or visiting different places that would impact upon these skills and activities. These types of visit could be an ongoing challenge in relation to social distancing and potential lockdowns.		

	These risks will need to form part of any risk assessments for visits. Bringing visitors into school for enrichment activities in the interim period.		
Staff lead:	SLT, class staff		
	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Book appropriate day, either on or off site • Keep students in class teams with class staff for activities • Assess and review www and ebi from the day so that improvements can be put in place for following year • Feedback from class staff and company running the day. If particular issues with individual students targeted support to be put in place around that issue • Tracking of behaviours on the day 	<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>
Light-touch review notes	Annual review notes:	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	£1,500.00	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	£2,000.00	Year 3	£2,000.00
	Total anticipated expenditure:	£6,000				
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:	£				

Intervention:	Reward trips to support improving behaviour		
Barrier to learning:	a, d, e, f, g		
Category:	4. Wider strategies		
Intended outcomes:	To support students in making good behaviour choices across a half of term.	Success criteria:	To support students in making good behaviour choices across a half of term and for this to be evident in the behaviour and attendance data (holds, exclusions, in class attendance, school attendance etc). Involvement of student council which helps students to feel and have a say in what is happening in the environment around them and for them.
Post Covid 19 impact. Blended Learning	<p>Many children will have had limited time outside and or visiting different places of entertainment or interest. These types of visit could be an ongoing challenge in relation to social distancing and potential lockdowns.</p> <p>These risks will need to form part of any risk assessments for visits. Bringing visitors into school for enrichment activities in the interim period.</p>		

Staff lead:	Teachers, pastoral team, PPs and SLT					
Implementation	Year 1		Year 2		Year 3	
	How we will implement this intervention in year 1: <ul style="list-style-type: none"> Reward trips to be planned at the start of the year so that students know what they are working towards Behaviour and attendance data to be tracked carefully Student council to be involved in decision making on rewards trips 		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):	
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	£3000.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£4,000.00	Year 3	£4,000.00
	Total anticipated expenditure:		£12,000.00			
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: £					
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	£1250.00	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	£1500.00	Year 3	£1500.00
	Total anticipated expenditure:		£4500.00			
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:	£
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Intervention:	School uniform		
Barrier to learning:	e, f		
Category:	4. Wider strategies		
Intended outcomes:	To ensure students are smart and well dressed, modelling the world of work. To enable and encourage students to take responsibility for their own appearance and raise self-esteem. To transition successfully to the new school uniform.	Success criteria:	All students to be in uniform on a daily basis and to have pride in wearing it.
Post Covid 19 impact. Blended Learning	A new school uniform will be implemented after lockdown. The transition to this will possibly present a challenge coming out of a lockdown period.		
Staff lead:	SLT, Pastoral team, Class Teachers, Admin		

Implementation	Year 1	Year 2	Year 3
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	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • Students to be given uniform at the start of the year • Uniform to be checked daily at either morning entry or morning time • Uniform discrepancies to be challenged either directly with student and/or parent/career dependent on the situation • Replacement uniform to be issued where needed due to wear and tear or outgrowing • If continuous loss/misplacement of uniform then parents/carers to be charged for replacements • Uniform reminders to be sent to all families regularly 	<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>Annual review notes:</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	£1250.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease □ Remain the same □	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease □ Remain the same □	
			Year 2	£1,500.00	Year 3	£1,500.00	
	Total anticipated expenditure:	£4500.00					
Actual expenditure	Year 1	£	Year 2	£	Year 3	£	
			Did expenditure increase, decrease or remain the same?	Increased □ Decreased □ Remained the same □	Did expenditure increase, decrease or remain the same?	Increased □ Decreased □ Remained the same □	
	Total actual expenditure:	£					

Intervention:	Rewards		
Barrier to learning:	a, d, e, f, g		
Category:	4. Wider strategies		
Intended outcomes:	To provide recognition for consistent and improved attendance, effort and behaviour in lessons and across the school. Using a positive behaviour approach to impact on whole school behaviour.	Success criteria:	Students to see the worth of the reward system and actively participate in it. To help support students in making positive behaviour choices and for this to be evident in the behaviour and attendance data (holds, exclusions, in class attendance, school attendance etc). Involvement of student council which helps students to feel and have a say in what is happening in the environment around them and for them.
Post Covid 19 impact. Blended Learning	With the possibility for impact upon SEMH needs and home circumstances for students, there will likely need to be increased level of praise and rewards so as to build up confidence and self esteem. Where learning has been impacted children's confidence is likely to be reduced. This will need to be countered. In the case of further lock down or blended learning, ongoing use of the tracking sheets to continue with support of the blended learning lead.		
Staff lead:	SLT, Admin, Pastoral team, Form teams, Welfare officer		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> Review and update reward system so that it is clear, that students understand it and it is fair to all students Develop a closer link of reward system to school values (WORLD) and rules. Develop a closer link of reward system to bonus points. Stream line reward assemblies to encourage most impact 	<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>
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	<ul style="list-style-type: none"> Regular review as part of curriculum review each half of term 			
Light-touch review notes	Annual review notes:		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	£2,500.00	Is expenditure anticipated to increase, <ul style="list-style-type: none"> Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> 	Is expenditure anticipated to <ul style="list-style-type: none"> Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>

			decrease or remain the same?		increase, decrease or remain the same?	
			Year 2	£3,000.00	Year 3	£3,000.00
	Total anticipated expenditure:	£9,000.00				
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:	£				

Intervention:	Student contingency fund		
Barrier to learning:	e, f, h		
Category:	4. Wider Strategies		
Intended outcomes:	That all students are fed, correctly clothed, warm, dry and comfortable so that they are ready and able to participate fully in school life	Success criteria:	Students/families who need extra or emergency support are identified quickly and supported sensitively and in the child's best in
Post Covid 19 impact. Blended Learning	The school has ensured that all students have been funded for FSM during this time of considerable hardship and uncertainty for families. In the event of a lockdown or isolation, this would continue with school ensuring that FSM money is given to them. Welfare calls would commence again and where support needs are highlighted, staff will signpost families to where they can get support.		
Staff lead:	HoS, SENCo, Welfare officer		

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • HoS, SENCo, Welfare officer to meet at the start of Autumn 2 to identify any key families/students to support and to agree on what specific support to be offered • Staff to be given information on what to do if they believe a family/child requires help • Staff to be supported in identifying students who may need assistance • Staff feeding back to SENCo or Welfare officer on students/families in need • Welfare officer and/or SENCo to agree support with HoS • If support given impact to be monitored • As part of SENCo role a record to be kept by SENCo of support offered, financial implications and impact. This to be brought to SLT half termly for review so that it can be ascertained that monies are having an impact 	<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>
Light-touch review notes	Annual review notes:	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	£700.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Year 2	£700.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Year 3	£700.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
	Total anticipated expenditure:	£2,100.00										
	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"/>	Year 3	£	Did expenditure increase, decrease or remain the same?
Total actual expenditure:	£											