

Oldfield Primary School

Pupil Premium Strategy Report - based on the long term approach recommended by the
and the Education Endowment Fund (EEF)

Department for Education (DfE)

3 Year Strategy 2020 - 2023

Our philosophy

At Oldfield, we seek to maximise the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to the School Development Plan (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. We identify the barriers to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

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

- Ensuring Quality First Teaching is in place in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Supporting pupils to keep up not just catch up
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour and regulation
- Ensuring that the PPG reaches the pupils who need it most

A Tiered Approach

In line with DfE and EEF guidance and recommendation, which is research-based, we have adopted a tiered approach to allocating our PP

funding. These are:

1. Whole school approaches including Teaching
2. Targeted academic support
3. Wider strategies

An overview of our tiered provision is recorded on the document: Oldfield Primary Tiered Provision 2020 2021.

Our review process

In line with DfE and EEF guidance and recommendations, we have a three year approach, which enables us to focus more of our time and resources to provision and to carry out light-touch reviews annually.

During these annual light-touch reviews, 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.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers and relevant teaching assistants through Pupil Progress meetings, trackers and informal meetings.

Once the three-year term has been completed, a new three-year strategy will be created, taking into account progress of strategies and new guidance and evidence based research available.

Our funding

| Funding summary: Year 1 | | | | | |
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| Total number of pupils | 209 | PPG received per pupil | £1345 | Indicative PPG as advised in School Budget Statement | £33,480 |
| | | Number of pupils eligible for PPG | FSM - 16 (13 FSM, 3 Forever 6) 7 LAC | Actual PPG budget | £ |
| Funding estimate: Year 2 | | | | | |
| Y2 Estimated pupil numbers | 210 | | | | |
| Estimated number of pupils eligible for PPG | 22 | | | | |
| Estimated funding | £37,935 | | | | |
| Funding estimate: Year 3 | | | | | |
| Y3 Estimated pupil numbers | 210 | | | | |
| Estimated number of pupils eligible for PPG | 21 | | | | |
| Estimated funding | £34,245 | | | | |

Intervention planning in full

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| <p>Intervention:</p> | <p>English Subject Leaders: additional time for English subject leader role to develop the delivery of English throughout the school, prepare and deliver training and monitor whole school impact in English (including Oracy).</p> | | |
| <p>Category:</p> | <p>Quality of education</p> | | |
| <p>Intended outcomes:</p> | <p>Teachers are confident in teaching English, including oracy, and embedding skills across English and the wider curriculum.</p> <p>Pupils have the confidence to speak to a variety of audiences, using an appropriate and rich vocabulary on a range of subjects.</p> <p>Collaborative planning on curriculum design and linking English to other areas of the curriculum.</p> <p>Strengthened subject knowledge across the curriculum through talk.</p> <p>Purposeful opportunities for pupils to write and record.</p> <p>Consistent, high quality teaching of reading takes place across the school.</p> <p>Continued CPD to be delivered to Reception, KS1 and relevant staff in KS2 in relation to the teaching of phonics.</p> <p>Raised standards in reading.</p> <p>A culture where there is a love of reading.</p> <p>Bug Club launched and used throughout school and at home with parents.</p> | <p>Success criteria:</p> | <p>Oracy is planned across the curriculum.</p> <p>Pupils are able to develop their listening and oracy skills through a range of strategies.</p> <p>Oracy learning sequences are planned and delivered by all staff to ensure opportunities for children to demonstrate their oracy skills within specific strands of the oracy framework.</p> <p>Improved vocabulary seen across different curriculum subjects in written work - appropriate technical language is used with more consistency and is used accurately within context.</p> <p>Pupils will develop decoding skills and a fluency in reading quickly.</p> <p>Pupils will be able to read for meaning.</p> <p>Reading will be celebrated and a key element of every classroom and throughout school.</p> <p>Increased reading engagement by pupils at home, including use of Bug Club.</p> <p>Pathways programme will be on track in every year group and taught fully to maximising outcomes.</p> <p>Consistency in approach to reading seen across all classes.</p> |

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| | <p>Wide range of up to date reading books, directly linked to phonics.</p> <p>To close the gap between PP children and peers.</p> <p>Increased % of PP children achieving ARE and GD in maths and english.</p> | | <p>Lower performing group make accelerated progress. Barriers to learning are identified and addressed at the earliest opportunity.</p> <p>Systematic phonics is taught daily by staff who have outstanding knowledge of the school programme and of common misconceptions.</p> <p>Range of reading books in KS1 which link to phonics delivery.</p> <p>Attainment gap between PP children and peers narrowed.</p> <p>Increase in the percentage of PP children achieving ARE and GD in English.</p> |
| <p>Staff lead:</p> | <p>English leads (KH & HH)</p> <p>Phonics and reading lead (JM)</p> | | |
| <p>Implementation</p> | <p>Year 1 2020 - 2021</p> | <p>Year 2 2021- 2022</p> | <p>Year 3 2022 - 2023</p> |

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| | <p>How we will implement this intervention in year 1:</p> <p>Pathways units (Literacy Company) used throughout school.</p> <p>Moderation of English - CPD and Key Stage in school moderation opportunities</p> <p>Dedicated staff meeting time to develop systemic delivery of Pathway units, check in on delivery,</p> <p>Staff meeting time to develop a consistent approach to reading and to launch Bug Club.</p> <p>Purchase Bug Club.</p> <p>Purchase reading books which directly link phonics to pupil reading. Systematic approach to phonics and reading teaching.</p> <p>Update the curriculum map across the whole school, using the Pathways Units as a catalyst for learning where appropriate.</p> <p>Create purposeful reasons for work related tasks, tapping into children's interests and current developments in the wider world.</p> <p>Moderation between key transition stages, including Rec - Y1, Y2 - Y3.</p> <p>Parenting workshops to support children's access to learning, including English, reading and phonics.</p> <p>Phonics targeted intervention approach. pupils.</p> <p>Spelling - precision spelling, small groups,</p> | <p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Passion for Learning volunteers - training in reading and phonics.</p> <p>Consider further expansion of reading books. Link these directly to phonic schemes.</p> | <p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>CPD:</p> <p>Reflect needs on the needs of the new cohort coming into FS2</p> |
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Additional reading opportunities for targeted children. Reading - 1:1, small group. Reading Literacy Units.

Catch-up sessions in English (and maths) - follow up on learning from the day, overlearning and addressing misconceptions.

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| <p>Light-touch review notes</p> | <p>Annual review notes:</p> <p>Pathways units - embedded into the whole school approach and curriculum overview. Adapted in light of Covid. Choose topics which best suited home learning to address during lockdowns.</p> <p>Moderation ongoing. Literacy Company coming into school May 2021 to address identified school needs and provide targeted CPD.</p> <p>Bug Club - parents and pupils accessing at home.</p> <p>Purposeful and meaningful reasons for written tasks increasing throughout school including Y6 raffle prize requests, thank you letters, lists of things needed for projects.</p> <p>Moderation transitions took place in preparation for September return, periodically during the term, planned for July 2021.</p> <p>Parenting workshops offered throughout the year, promoting through Newsletters and targeted emails to families. Some difficulties around finding time that suit all parents.</p> <p>TAs offer additional reading opportunities for targeted children. Passion for Learning and parent readers haven't returned post lockdown, so less opportunities to read. Plan to begin to introduce it in June & July. Induction meeting taking place for P4L in May 2021.</p> | <p>Annual review notes:</p> <p>See CPD staff evaluations</p> <p>Pupil goals met?</p> | <p>Final review notes:</p> <p>See CPD staff evaluations</p> <p>Pupil goals met?</p> |
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| | Adapted teaching approach in light of Covid restrictions and the majority of children accessing learning from home. | | |
| Light-touch review overall assessment | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="radio"/> ● Above expectations <input type="radio"/> ● <u>As expected</u> <input type="radio"/> ● Below expectations <input type="radio"/> ● Far below expectations <input type="radio"/> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="radio"/> ● Above expectations <input type="radio"/> ● As expected <input type="radio"/> ● Below expectations <input type="radio"/> ● Far below expectations <input type="radio"/> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="radio"/> ● Above expectations <input type="radio"/> ● As expected <input type="radio"/> ● Below expectations <input type="radio"/> ● Far below expectations <input type="radio"/> |

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| Anticipated expenditure | Year 1 | | 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 | Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> |
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| | | | | | or remain the same? | |
| | | | Year 2 | £ | Year 3 | £ |
| | Total anticipated expenditure: | £10,000 | | | | |
| 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: | £10,000 | | | | |

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| Intervention: | Quality First Teaching Maths. Targeted maths support alongside in-class lessons. | | |
| Category: | MNP training and delivery | | |
| Intended outcomes: | Pupil's secure learning based on their starting points. To close the gap between PP children and peers. Increased % of PP children achieving ARE and GD in maths and english. | Success criteria: | Pupil's will access targeted interventions based on their starting points and needs. Pupil's will make progress based on their individual starting points. |

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| | | | <p>Attainment gap between PP children and peers narrowed.</p> <p>Increase in the percentage of PP children achieving ARE and GD in english.</p> |
| Staff lead: | Maths Leads (GH & AB) | | |
| Implementation | Year 1 | Year 2 | Year 3 |
| | <p>How we will implement this intervention in year 1:</p> <p>MNP training</p> <p>In class maths support for targeted groups, additional adult supporting targeted approach.</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> |

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| Light-touch review notes | <p>Annual review notes:</p> <p>Pupils and staff further establish routines and structure around the MNP teaching approach. Disrupted due to Covid and the partial opening of school. Consistent approach across school.</p> <p>Tapping into children's different learning styles - concrete, pictorial and abstract learning.</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="radio"/> ● Above expectations <input type="radio"/> ● As expected <input type="radio"/> ● <u>Below expectations</u> (in light of Covid) <input type="radio"/> ● Far below expectations <input type="radio"/> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="radio"/> ● Above expectations <input type="radio"/> ● As expected <input type="radio"/> ● Below expectations <input type="radio"/> ● Far below expectations <input type="radio"/> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="radio"/> ● Above expectations <input type="radio"/> ● As expected <input type="radio"/> ● Below expectations <input type="radio"/> ● Far below expectations <input type="radio"/> |

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| Anticipated expenditure | Year 1 | £5000 | Is expenditure anticipated to increase, decrease or remain the same? | Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> | Is expenditure anticipated to increase, decrease or remain the same? | Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> |
| | | | Year 2 | £ | Year 3 | £ |
| | Total anticipated expenditure: | | | | | |

| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
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| | | | | 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? |
| | Total actual expenditure: | £10,000 | | | | |

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| Intervention: | PSHE (Personal, Social, Health and Economic education) ELSA (Emotional Literacy Support Assistant) and adapted ELSA) | |
| Category: | Personal Development | |
| Intended outcomes: | Improved attendance Improved pupil emotional well-being Increase engagement in learning | Success criteria: Improvement in attendance. improvement in learning engagement for targeted children. |

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| | <p>Increased positive attitude to learning</p> <p>Increased self confidence</p> <p>Support regulation</p> <p>Consistent approach by staff</p> | | |
| Staff lead: | | | |
| Implementation | <p>Year 1</p> <p>2020 - 2021</p> | <p>Year 2</p> <p>2021 - 2022</p> | <p>Year 3</p> <p>2022 - 2023</p> |
| | <p>How will we implement this intervention in year 1:</p> <p>Weekly timetabled ELSA sessions for targeted children. Parents/carers involved in the process and kept informed of progress.</p> <p>Intervention notes recorded and shared with class teachers and TAs.</p> <p>Regular meetings between relent staff to review impact on children’s wellbeing and engagement in lessons.</p> <p>Liaise with EWO.</p> <p>School membership of PSHE Association.</p> <p>Forest Schools - access for all pupils.</p> <p>Pivotal behaviour training. Staff implement Pivotal approach into updated Behaviour Policy.</p> | <p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Continued approach</p> <p>ELSA lead to share expertise with other staff to increase intervention capacity.</p> <p>Review Behaviour Policy in light of working with it. Adapt as necessary to further enhance effectiveness.</p> | <p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Continued approach with more staff taking the lead on interventions</p> |

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| <p>Light-touch review notes</p> | <p>Annual review notes:</p> <p>Adapted emotional well being support during Covid, bespoke packages of support related to individual needs of pupils.</p> <p>Positive relationships with families. Good lines of communication, all staff communicating with families.</p> <p>Active involvement of EWO.</p> <p>ELSA was used to lead and support Bubbles during partial opening of school, alongside supporting staff contact with pupils and the mental health of pupils and families.</p> <p>Forest Schools - motivator/hook for returning to school, reducing anxiety, supporting mental health and wellbeing. Outdoor activity - Covid friendly.</p> <p>Trialled some new Pivotal behaviour approaches, embedded daily personal greetings into school day. Trauma Informed Practice approach.</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 ○ ● Above expectations ○ ● <u>As expected</u> ○ ● Below expectations ○ ● Far below expectations ○ | | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations ○ ● Above expectations ○ ● As expected ○ ● Below expectations ○ ● Far below expectations ○ | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations ○ ● Above expectations ○ ● As expected ○ ● Below expectations ○ ● Far below expectations ○ | | |
| <p>Anticipated expenditure</p> | <p>Year 1</p> | <p>£10,000</p> | <p>Is expenditure anticipated to</p> | <p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> | <p>Is expenditure anticipated to increase, decrease</p> | <p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> |

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| | | | increase, decrease or remain the same? | Remain the same <input type="checkbox"/> | or remain the same? | Remain the same <input type="checkbox"/> |
| | | | Year 2 | £ | Year 3 | £ |
| | Total anticipated expenditure: | £ | | | | |
| Actual expenditure | Year 1 | | Year 2 | £ | Year 3 | £ |
| | | £ | Did expenditure increase, decrease or remain the same? | Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/> | Did expenditure increase, decrease or remain the same? | Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/> |
| | Total actual expenditure: | £ | | | | |

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| Intervention: | Overlearning and pre learning to secure learning and to increase pupil's knowledge and understanding, and increase self esteem, confidence and independence | | |
| Category: | Curriculum - targeted academic support EHWB | | |
| Intended outcomes: | Improve rates of progress for PP children in reading, writing and maths in identified year groups. . | Success criteria: | Accelerated progress rates Improvements in children's confidence to apply learning across the curriculum. |
| Staff lead: | English leads (HH & KH) Maths leads (GH & AB) | | |
| Implementation | Year 1 | Year 2 | Year 3 |
| | <p>How we will implement this intervention in year 1:</p> <p>TA / CT to deliver pre learning and overlearning support sessions to prepare children for learning within the classroom and also to secure and strengthen learning which has taken place - increasing subject knowledge and access to the curriculum</p> <p>Overlearning opportunities with support which dips in and out with less frequency - increasing independence</p> | <p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Increase children's independence during these support sessions with more time in between support which dips in and out.</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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| Light-touch review notes | Annual review notes: Pre lockdown, children securing understanding. Increasing independent access to learning in the classroom. | | 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="radio"/> ● Above expectations <input type="radio"/> ● As expected <input type="radio"/> ● <u>Below expectations</u> <input type="checkbox"/> due to Covid restrictions ● Far below expectations <input type="radio"/> | | The intervention is performing: <ul style="list-style-type: none"> ● Far above expectations <input type="radio"/> ● Above expectations <input type="radio"/> ● As expected <input type="radio"/> ● Below expectations <input type="radio"/> ● Far below expectations <input type="radio"/> | | The intervention is performing: <ul style="list-style-type: none"> ● Far above expectations <input type="radio"/> ● Above expectations <input type="radio"/> ● As expected <input type="radio"/> ● Below expectations <input type="radio"/> ● Far below expectations <input type="radio"/> | |
| Anticipated expenditure | Year 1 | £5000 | Is expenditure anticipated to increase, decrease or remain the same? | Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> | Is expenditure anticipated to increase, decrease or remain the same? | Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> |
| | | | Year 2 | £ | Year 3 | £ |
| | Total anticipated expenditure: | £ | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
| | | | Did expenditure increase, decrease or remain the same? | Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/> | Did expenditure increase, decrease or remain the same? | Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/> |

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| | Total actual expenditure: | £ |
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| Intervention: | Increase wider curriculum and extra-curricular opportunities | | |
| Category: | Quality of education / personal development | | |
| Intended outcomes: | <p>Improve pupil outcomes and enhanced personal development</p> <p>Broaden children's experiences</p> <p>Provide opportunities for children to develop hobbies and interests</p> <p>Increase inclusion</p> <p>Develop social skills</p> <p>Develop life skills</p> <p>Increase resilience and 'can - do' attitude and approach to learning and to life</p> | <p>Success criteria:</p> | <p>All pupils, including PP children, will have access to a broader range of experiences.</p> <p>Increased participation in new experiences</p> |
| Staff lead: | PP Lead (NB) | | |
| Implementation | Year 1 | Year 2 | Year 3 |

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| | <p>How we will implement this intervention in year 1:</p> <p>Fund or part fund:</p> <p>Wide offer of curriculum experiences and extra curricular clubs offered to pupils, funded by PPG. These include:</p> <p>Wake up shake up (before school)</p> <p>Judo, Archery, Digital Wizards, Gymnastics Clubs, Dance Club</p> <p>Music lessons including guitar and piano</p> <p>Educational visits and residential</p> | <p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Continued approach to ensure all children have access to enriching experiences.</p> <p>Opportunities which enable pupils to further develop their skills or to develop new skills.</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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| <p>Light-touch review notes</p> | <p>Annual review notes:</p> <p>Wide offer of curriculum experiences and extra curricular clubs offered to pupils, funded by PPG. These include:</p> <p>Wake up shake up (before school) - supported parents, social interactions, sense of belonging, appreciation of others, developed interests and hobbies.</p> <p>Judo, PE, Archery, Digital Wizards, Gymnastics Clubs, Dance Club - all well attended, increased motivation to learn, support financial hardship.</p> <p>Music lessons including guitar and piano - supported regulation, well being, self esteem and confidence, perseverance and resilience.</p> <p>Educational visits and residentials - supported financial hardship, equality of opportunities for all. Reduced parent anxiety.</p> <p>Residentials didn't take place due to Covid restrictions.</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 ○ ● Above expectations ○ ● As expected ○ ● <u>Below expectations</u> <input type="checkbox"/> <u>due to restrictions (Lockdown)</u> ● Far below expectations ○ | | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations ○ ● Above expectations ○ ● As expected ○ ● Below expectations ○ ● Far below expectations ○ | | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations ○ ● Above expectations ○ ● As expected ○ ● Below expectations ○ ● Far below expectations ○ | |
| | <p>Year 1</p> | <p>£3000</p> | <p>Is expenditure anticipated to</p> | <p>Increase <input type="checkbox"/></p> | <p>Is expenditure anticipated to</p> | <p>Increase <input type="checkbox"/></p> |

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

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| Intervention: | Readiness to learn: Parental support, parent engagement | | |
| Category: | Wider strategies / Pastoral, Home/school collaboration | | |
| Intended outcomes: | Parents feel more confident supporting their children. | Success criteria: | Parents will engage in parent workshops and use strategies to support children at home. Positive feedback from parents. |
| Staff lead: | PP Lead (NB) | | |
| Implementation | Year 1 | Year 2 | Year 3 |
| | <p>How we will implement this intervention in year 1:</p> <p>Access support from LA - Bethan Colburn.</p> <p>Share information with all families via Newsletter.</p> <p>Personal email to families known to school who may be interested.</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> |

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| Light-touch review notes | <p>Parents expressed interest and signed up for the workshops.</p> <p>Positive feedback from parents including examples of when they had used strategies to support their children at home.</p> | Annual review notes: | Final review notes: |
| | Anticipated expenditure | £250 | |
| Actual expenditure | Total actual expenditure: | | |