



St Wilfrid's Catholic Primary School 3 Year Long Term Pupil Premium Strategy

Our Philosophy

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align Pupil Premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and budget accordingly.

Our Priorities Setting priorities is key to maximising the use of the PPG.

Our priorities are as follows:

- Providing Quality First Teaching for every child in school by having an outstanding teacher in each classroom
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress 2
- Addressing non-academic barriers to attainment including attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most.

Barriers to Future Attainment

Academic Barriers to Attainment	Non-academic Barriers to Attainment
Attainment on entry is below average in most areas and in some instances significantly below.	Limited perseverance and resilience leading to a lack of focus and confidence.
Poor language acquisition and communication skills due to limited experiences in early childhood and beyond.	Lack of parental engagement leading to low expectations of children from home.
In some areas of the community, there is a lack of aspirations and low expectations regarding academic achievement.	Low levels of parental and child literacy. Poor attendance/punctuality and/or arriving at school not ready to learn.
Limited life experiences and knowledge and understanding of the world (cultural capital)	Significant SEMH difficulties within the pupil premium group.
Lack of school readiness Anti-social behaviour outside of school.	

Our Implementation Process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we assess the impact of interventions on an on-going basis in order to adapt them if required or cease them if they are not having the intended impact.

We will:

Explore

- Identify a key priority to the School Improvement Plan
- Systematically explore appropriate evidence based interventions
- Examine the fit and feasibility with the school in relation to staffing and resources

Prepare

- Develop a clear and logical plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations including a baseline measure to show starting points

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support and monitoring

Sustain

- Plan for sustaining and scaling the intervention from the outset if appropriate
- Continually acknowledge and support good implementation practices

Our Tiered Approach

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

- Teaching
- Targeted academic support
- Wider strategies

Within each category we have chosen a number of interventions. This focused approach ensures the best chance of success in each category.

Quality of teaching

- Staff-led professional development for all staff focused on the needs of teachers and the wider priorities and context of the school.
- A co-coaching model of support and training which mirrors that available to qualified teachers for all support staff.
- Quality, research based training delivered by SLT and external providers to address specific whole school improvement priorities.
- Early intervention in the Foundation Stage through high levels of qualified staffing to close the gap on entry.

Targeted Academic Support

- Raise the profile of reading for pleasure for all pupils, but particularly disadvantaged pupils.
- Deliver small group, research based interventions for children below age related expectations for English and maths who are in receipt of the PPG. (IDL/Sounds write)
- Provide pupils with experiences linked to the bespoke curriculum in order to support their academic learning and enable them to make links in learning and knowledge.
- Specific, tailored SEMH interventions based on the needs of each individual child

Wider Strategies

- Attendance officer specifically responsible for monitoring attendance and punctuality of children in receipt of the PPG. Reporting to SLT and advising school for any unauthorised absence and supporting parents (and children) to improve attendance and punctuality.
- Pastoral support in place to provide support to families at all levels of need but particularly in relation to early intervention and support including parental engagement.

Full planning details for interventions are outlined in the Intervention Planning section.

Our Review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light touch reviews, annually.

During a light touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards –adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of PP Grant and their progress towards achieving these targets is analysed at the end on the interventions. The progress of pupils in receipt of the PPG is discussed at least termly in Progress Meetings with SLT.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to evidence and best practice that becomes available, ensuring that the pupil premium strategy is always effective.

Accountability

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

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for the grant's impact on individual pupils, or precise interventions.

The school publishes its strategy for using pupil premium on the school website.

The school publishes a link to the school's performance tables page on the school website.

Our Funding

Funding Summary : Year 1					
Total number of pupils	179	PPG received per pupil	£1,345 (2020/21) £2345 LAC	Indicative PPG as advised in School Budget Statement	£38315
		Number of pupils eligible for PPG	35	Actual PPG budget	£42005
Funding Summary : Year 2					
Estimated pupil numbers	185				
Estimated number of pupils eligible for PPG	40				
Estimated funding	£58,755				
Funding Summary : Year 3					
Estimated pupil numbers	187				
Estimated number of pupils eligible for PPG	40				
Estimated funding	£58,755				

Intervention planning

INTERVENTION	Staff-led professional development for all staff focused on the needs of teachers and the wider priorities and context of the school.		
Category	Quality of teaching		Costs £3500
Intended outcomes	<ul style="list-style-type: none"> Quality of teaching across the school is at least good, leading to excellent outcomes for all children Teachers are supported to accelerate progress for children who receive the PPG 	Success Criteria:	<ul style="list-style-type: none"> Internal monitoring shows that all teaching is at least good in all subjects and key stages Children in receipt of the PPG make at least good progress and the gap is getting smaller
STAFF LEAD	G.O'B – LM - PH		
IMPLEMENTATION	YEAR 1	YEAR 2	YEAR 3
	<p>How will we implement this in year 1:</p> <ul style="list-style-type: none"> Weekly staff meetings clearly linked to the school improvement priorities and provide opportunity for sharing practice Key stage meetings to provide opportunity to explore priorities further with a specific focus on that age group Continue to develop maths mastery across the school, focusing on making links and further developing fluency Continue to develop grammar/writing journey across school to increase EXS/GD attainment and improve progress 	<p>How will we implement this in year 2 (in the light of year 1 light-touch review):</p> <ul style="list-style-type: none"> Weekly staff meetings clearly linked to the school improvement priorities and provide opportunity for sharing practice Key stage meetings to provide opportunity to explore priorities further with a specific focus on that age group Continue to develop maths mastery across the school by constantly evaluating maths progress and attainment and 	<p>How will we implement this in year 3 (in the light of year 1 light-touch review):</p> <ul style="list-style-type: none"> Weekly staff meetings clearly linked to the school improvement priorities and provide opportunity for sharing practice Key stage meetings to provide opportunity to explore priorities further with a specific focus on that age group Continue to develop maths mastery across the school by constantly evaluating maths progress and attainment and identifying areas for further development Continue to develop grammar/writing journey across school to increase EXS/GD attainment and improve progress

		identifying areas for further development • Continue to develop grammar/writing journey across school to increase EXS/GD attainment and improve progress	
Light Touch Review Notes	Annual review notes Quality of education is good and all the above strategies took place. No confirmed data due to COVID 19 but progress was very positive.	Annual review notes	Annual review notes
Light touch review overall assessment	The intervention is performing: <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations	The intervention is performing: <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations	The intervention is performing: <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations

INTERVENTION	A coaching model of support and training that is available to qualified teachers for all support staff.		
Category	Quality of teaching		Costs £3500
Intended outcomes	<ul style="list-style-type: none"> TAs are supported, through a collaborative learning approach, to deliver quality, evidence based interventions for children in receipt of the PPG 	Success Criteria:	<ul style="list-style-type: none"> Children accessing interventions make good progress and move closer and closer to ARE Interventions remain high quality and TAs are confident in the delivery of them
STAFF LEAD	G.O'B – LM - PH		
IMPLEMENTATION	YEAR 1	YEAR 2	YEAR 3
	How will we implement this in year 1: <ul style="list-style-type: none"> Coaching sessions/ observations of good practice available at the beginning of each term or where appropriate. High quality inset provided by SLT for all TAs 	How will we implement this in year 2 (in the light of year 1 light-touch review): <ul style="list-style-type: none"> SLT monitoring of effectiveness of interventions and delivery Provide new staff with coaching and modelling of specific interventions 	How will we implement this in year 3 (in the light of year 1 light-touch review): <ul style="list-style-type: none"> SLT monitoring of effectiveness of interventions and delivery
Light Touch Review Notes	Annual review notes	Annual review notes	Annual review notes
Light touch review overall assessment	All TAs received inset on Graduated approach Observation of good practice for interventions such as Speech and Language, Sounds write		
	The intervention is performing: <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations	The intervention is performing: <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations	The intervention is performing: <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations

INTERVENTION	Quality, research based training delivered by SLT and external providers to address specific whole school improvement priorities.		
Category	Quality of teaching		Costs £1000
Intended outcomes	Staff have access to high quality CPD and learning opportunities which ensure that the curriculum is implemented effectively Standards in all subjects are above national average but the end of KS2	Success Criteria:	Learning from training is embedded effectively following training sessions and evidenced through lesson observations and progress meetings
STAFF LEAD	G.O'B and curriculum leads		
IMPLEMENTATION	YEAR 1	YEAR 2	YEAR 3
	How will we implement this in year 1: <ul style="list-style-type: none"> • Develop action plan and strategy • Subject Leadership Training for all staff • A leadership programme developed including NPQSL/ML to develop teachers on strategic thinking and impact on teaching & learning • In house subject leadership support- subjects teams to share expertise 	How will we implement this in year 2 (in the light of year 1 light-touch review): <ul style="list-style-type: none"> • Provide quality evidence based training to meet the specific needs of the school as identified through the SEF and SIP 	How will we implement this in year 3 (in the light of year 1 light-touch review): <ul style="list-style-type: none"> • Provide quality training to meet the specific needs of the school as identified through the SEF and SIP
Light Touch Review Notes	Annual review notes	Annual review notes	Annual review notes
Light touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations

INTERVENTION	Early intervention in the Foundation Stage through high levels of qualified staffing to close the gap on entry.		
Category	Quality of Teaching		Costs £8000
Intended outcomes	Opportunities for extra small group intervention daily.	Success Criteria:	Progress in Reception is better than expected for all children Children in receipt of PPG make better than expected progress and the gap between them and children not in receipt of the PPG is closed More children achieve the ELG by the end of Reception
STAFF LEAD	LM and ED		
IMPLEMENTATION	YEAR 1	YEAR 2	YEAR 3
	How will we implement this in year 1: <ul style="list-style-type: none"> • 1x Full time TA to ensure quality interactions and intervention opportunities • Use fully qualified teachers for quality first teaching with support from HLTA . • Immersive approach to learning environment and continuous provision 	How will we implement this in year 2 (in the light of year 1 light-touch review): <ul style="list-style-type: none"> • As Year 1 (this intervention has been proven to be highly effective over time - strategy in place since 2017 and despite evermore challenging barriers to learning faced each year by the children entering Reception standards have been maintained in that key stage) 	How will we implement this in year 3 (in the light of year 1 light-touch review): <ul style="list-style-type: none"> • As Year 1 (this intervention has been proven to be highly effective over time - strategy in place since 2017 and despite evermore challenging barriers to learning faced each year by the children entering Reception standards have been maintained in that key stage)
Light Touch Review Notes	Annual review notes	Annual review notes	Annual review notes
Light touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations

INTERVENTION	Raise the profile of reading for all pupils, but particularly disadvantaged pupils to create a love of reading.		
Category	Quality of teaching		Costs £2500
Intended outcomes	<ul style="list-style-type: none"> • Children are excited about reading and speak passionately about it • Continued rise in reading standards • For all areas of the curriculum to support the focus on reading 	Success Criteria:	<ul style="list-style-type: none"> • Pupil discussions about reading indicate that children have a real passion for reading and are able to talk about their favourite books/authors/characters etc. • Continued rise in reading standards as indicated by reading results and reading ages (measured through the Better Reading assessments, IDL programme & the number of children achieving the ELG in reading at the end of Reception)
STAFF LEAD	LM & HBC		
IMPLEMENTATION	YEAR 1	YEAR 2	YEAR 3
	<p>How will we implement this in year 1:</p> <ul style="list-style-type: none"> • Improve reading areas (including indoor and outdoor reading areas in reception) – make books easily visible, encourage recommendations, reviews, recognise choices, teacher to model reading choices, share books etc. staff to develop range of ideas • Introduce Guided Reading sessions as early as appropriate in reception in order to develop book talk and reading skills • A book led curriculum from R- Y6, through reading skills lessons and class novels • Ensure reading plus session for pupil premium children in Y4-Y6 	<p>How will we implement this in year 2 (in the light of year 1 light-touch review):</p> <ul style="list-style-type: none"> • Continue to utilise strategies which promote a love of reading e.g. book of the week 	<p>How will we implement this in year 3 (in the light of year 1 light-touch review):</p> <ul style="list-style-type: none"> • Continue to utilise strategies which promote a love of reading e.g. book of the week

	<ul style="list-style-type: none"> • Match home/school reading books to phonics phases so children can access and take home books matched to their stage of phonics development and that provide challenge • Audit the range of genres children are exposed to • Timetable opportunities to read stories to classes 		
Light Touch Review Notes	Annual review notes	Annual review notes	Annual review notes
Light touch review overall assessment	<p>The intervention is performing:</p> <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations	<p>The intervention is performing:</p> <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations	<p>The intervention is performing:</p> <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations

INTERVENTION	Deliver small group, research based interventions for children below age related expectations for English and maths and monitor effectiveness and progress.		
Category			Costs £15500
Intended outcomes	<ul style="list-style-type: none"> Improved outcomes for children in receipt of the PPG and who have SEND in reading, writing and maths evidenced through fewer children working out of year group Progress is good for all pupils in receipt of the PPG who have SEND (from their individual starting points) 	Success Criteria:	<ul style="list-style-type: none"> Interventions are clearly planned and specifically matched to children's needs and identified difficulties Interventions are well used and monitored to ensure pupils accessing them get the most they possibly can out of the additional support
STAFF LEAD	PH & HBC		
IMPLEMENTATION	YEAR 1	YEAR 2	YEAR 3
	<p>How will we implement this in year 1:</p> <ul style="list-style-type: none"> Revise how provision for children is mapped to ensure it is clearly focused and time limited Intervention groups set up using school tracking system so intense and focused group, delivery and monitoring can take place Monitor provision through pupil progress meeting with HT, Key stage Pupil progress meetings and surgery days with SENCO Monitor interventions to ensure they remain true to the integrity of the programmes and provide quality teaching and learning opportunities 	<p>How will we implement this in year 2 (in the light of year 1 light-touch review):</p> <ul style="list-style-type: none"> Review new system of mapping provision to ensure it meets the needs of the children and the school - adapt as necessary Monitor provision through pupil progress meeting with HT, Key stage Pupil progress meetings with SENCO Monitor interventions to ensure they remain true to the integrity of the programmes and provide quality teaching and learning opportunities 	<p>How will we implement this in year 3 (in the light of year 1 light-touch review):</p> <ul style="list-style-type: none"> Monitor provision through pupil progress meeting with HT, Key stage Pupil progress meetings and surgery days with SENCO Monitor interventions to ensure they remain true to the integrity of the programmes and provide quality teaching and learning opportunities
Light Touch Review Notes	Annual review notes	Annual review notes	Annual review notes

Light touch review overall assessment	The intervention is performing: <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations	The intervention is performing: <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations	The intervention is performing: <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations
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INTERVENTION	Provide pupils with experiences linked to the bespoke curriculum in order to support their academic learning and enable them to make links in learning and knowledge.		
Category	Targeted academic support		Costs £2000
Intended outcomes	<ul style="list-style-type: none"> • Bespoke curriculum for St Wilfrid's children in place taking into account the barriers to learning faced by children in the locality • Children have access to quality after school clubs (not something many of the children in receipt of the PPG would otherwise have access to) which provide opportunity to develop their skills • Visits/visitors/experiences are well planned and clearly linked 	Success Criteria:	<ul style="list-style-type: none"> • High levels of engagement in foundation subjects (measured by internal monitoring by middle leaders), coupled with children making links across learning, lead to improved outcomes for all children (but with a particular focus on children in receipt of the PPG)
STAFF LEAD	SLT		
IMPLEMENTATION	YEAR 1	YEAR 2	YEAR 3
	<p>How will we implement this in year 1:</p> <ul style="list-style-type: none"> • Continue to deliver the Enterprise Curriculum and Enrichment programme in years 1-6 • Develop whole school engagement in whole school day e.g. Aspirations, When I grow up, Scientists, Curriculum experiences, Haigh Hall, Inspiring Healthy Lifestyles, Eco days etc • Teachers to deliver after school sports clubs and monitor uptake of children in receipt of PPG (identify barriers to these children accessing the clubs and plan how to remove those barriers) 	<p>How will we implement this in year 2 (in the light of year 1 light-touch review):</p> <ul style="list-style-type: none"> • Ongoing monitoring and evaluation of Enabling Enterprise Curriculum • Ensure barriers faced by children in receipt of PPG in accessing after school clubs are continuing to be addressed • Review cycle 1 visits and experiences and adapt as necessary 	<p>How will we implement this in year 3 (in the light of year 1 light-touch review):</p> <ul style="list-style-type: none"> • Ongoing monitoring and evaluation of Enabling Enterprise Curriculum • Ensure barriers faced by children in receipt of PPG in accessing after school clubs continue to be addressed • Review cycle 2 visits and trips and adapt as necessary

	<ul style="list-style-type: none"> • Through the ongoing curriculum design work, visits and experiences are planned at specific points in the year to maximise opportunities for making links in learning 		
Light Touch Review Notes	Annual review notes	Annual review notes	Annual review notes
Light touch review overall assessment	<p>The intervention is performing:</p> <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations	<p>The intervention is performing:</p> <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations	<p>The intervention is performing:</p> <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations

INTERVENTION	1:1 reading support for PP children		
Category	Targeted academic support		Costs £3000
Intended outcomes	<ul style="list-style-type: none"> • For additional support in school to have been provided for PP children where parents/children are not engaging with home reading activities • For targeted children to have a more positive attitude to reading • For the gap in attainment in reading between PP and non-PP children to have narrowed 	Success Criteria:	<ul style="list-style-type: none"> • Pupils in targeted group show a positive and enthusiastic attitude to reading • Targeted children have made accelerated progress in reading • The gap in attainment in reading between PP and non-PP has narrowed
STAFF LEAD	SLT		
IMPLEMENTATION	YEAR 1	YEAR 2	YEAR 3
	How will we implement this in year 1: <ul style="list-style-type: none"> • Audit attainment for PP children • Pupil Voice survey of PP children to establish attitudes to reading and engagement with home reading • Identification of target group • Setting up a lunchtime 'Buddy System' • Careful monitoring of system 	How will we implement this in year 2 (in the light of year 1 light-touch review): <ul style="list-style-type: none"> • Review of provision for 1:1 support • Following audit of need, setting up new groups 	How will we implement this in year 3 (in the light of year 1 light-touch review): <ul style="list-style-type: none"> • Review of provision for 1:1 support • Following audit of need, setting up new groups
Light Touch Review Notes	Annual review notes	Annual review notes	Annual review notes
Light touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations 	The intervention is performing: <ul style="list-style-type: none"> <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations

INTERVENTION	Specific, tailored SEMH interventions based on the needs of each individual child & family		
Category	Wider Strategies		Costs £1000
Intended outcomes	<ul style="list-style-type: none"> To improve the mental health and wellbeing of children in receipt of PPG, allowing them better access to curriculum and build resilience and perseverance 	Success Criteria:	<ul style="list-style-type: none"> Impact of SEMH difficulties on staff and children reduced Children are equipped to access the curriculum and display increased resilience and perseverance
STAFF LEAD	G.O'B, LM, SS, ED		
IMPLEMENTATION	YEAR 1	YEAR 2	YEAR 3
	<p>How will we implement this in year 1:</p> <ul style="list-style-type: none"> Pastoral team able to offer a wide range of evidence based quality interventions including: <ul style="list-style-type: none"> Nurture Sessions Meet & Greet Parental Coffee morning Rainbows Social stories Lego Therapy Sensory Trauma release Social skills groups (based on Boxall profile assessment) Educational psychology time allocated for those children in receipt of PPG as required in order to identify ways to support those children more effectively, 	<p>How will we implement this in year 2 (in the light of year 1 light-touch review):</p> <ul style="list-style-type: none"> Monitor and adapt interventions and support available depending on the needs of children in receipt of PPG with SEMH difficulties Implement Sensory play/environment with a focus on including those children in receipt of PPG and their families <ul style="list-style-type: none"> Lego Club to be delivered when appropriate for children in receipt of PPG 	<p>How will we implement this in year 3 (in the light of year 1 light-touch review):</p> <ul style="list-style-type: none"> Monitor and adapt interventions (including Sensory play and Lego therapy) and support available depending on the needs of children in receipt of PPG with SEMH difficulties

	<p>understand their needs, improve standards and provide a gateway to EHCP process when necessary.</p> <ul style="list-style-type: none"> • Training to deliver SEMH programmes • Training to deliver Lego Therapy for additional pastoral support staff 		
Light Touch Review Notes	Annual review notes	Annual review notes	Annual review notes
Light touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations

INTERVENTION	Attendance officer and HT specifically responsible for monitoring attendance and punctuality of children in receipt of the PPG. Reporting to SLT and advising school for any unauthorised absence and supporting parents (and children) to improve attendance and punctuality.		
	Pastoral support in place to provide support to families at all levels of need but particularly in relation to early intervention and support including parental engagement.		
Category	Wider Strategies		Costs £2000
Intended outcomes	<ul style="list-style-type: none"> Improved attendance and punctuality year on year for pupils in receipt of the PPG 	Success Criteria:	<ul style="list-style-type: none"> Families are supported to ensure all pupils arrive at school on time and every day Children in receipt of PPG are targeted to ensure consistent punctuality Pupils and families recognise the importance of attendance demonstrated through improving attendance rates
STAFF LEAD			
IMPLEMENTATION	YEAR 1	YEAR 2	YEAR 3
	<p>How will we implement this in year 1:</p> <ul style="list-style-type: none"> Attendance officer and HT to lead on and improve attendance of children in receipt of PPG significantly Specific intervention group to be introduced for those children in receipt of PPG for whom attendance/punctuality is an issue to address attitude to attendance Pastoral Manager to act as key worker for those families for whom attendance and/or punctuality is an issue Rigorous monitoring of attendance data 	<p>How will we implement this in year 2 (in the light of year 1 light-touch review):</p> <ul style="list-style-type: none"> Review impact of previous years strategies and adapt as necessary Ongoing audit of needs of the families of children in receipt of PPG in relation to attendance and punctuality Attendance officer employed to lead on and improve attendance of children in receipt of PPG significantly 	<p>How will we implement this in year 3 (in the light of year 1 light-touch review):</p> <ul style="list-style-type: none"> Attendance officer employed to lead on and improve attendance of children in receipt of PPG significantly Rigorous monitoring of attendance data Clear system of parent meetings and warning letters in place Early Help plans in place and Startwell referrals made when necessary Attendance recognition system to be adapted to reflect the 3 core values of the

	<ul style="list-style-type: none"> • Clear system of parent meetings and warning letters in place • Early Help plans in place and Startwell referrals made when necessary • Penalty notice system in place via LA • Work closely with other agencies such as Startwell, Social care & Health to provide joined up support for families. 	<ul style="list-style-type: none"> • Rigorous monitoring of attendance data • Clear system of parent meetings and warning letters in place • Early Help plans in place and Startwell referrals made when necessary • Penalty notice system in place via LA • Attendance recognition system to be adapted to reflect the 3 core values of the revised behaviour policy - be ready, be respectful, be safe 	<p>revised behaviour policy - be ready, be respectful, be safe</p> <ul style="list-style-type: none"> • Penalty notice system in place via LA
Light Touch Review Notes	Annual review notes	Annual review notes	Annual review notes
Light touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations