

# Northwood CPS 3-year Pupil Premium Strategy 2024-27

## Our Philosophy

Our school vision is to prepare our children emotionally, socially and academically to thrive and demonstrate our school values in the wider world.

We believe in a strong focus on high quality teaching to support all pupils in our school, but particularly those who are disadvantaged, and a large proportion of our PPG will be directed towards teaching and learning, staff development and support and effective classroom practice of all adults.

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SIP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements, improving readiness to learn and staff knowledge and skills to deliver effective high-quality teaching.

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

## Our priorities

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

- Ensuring an 'outstanding' teacher is in every class
- Ensuring TAs have the knowledge and skills to move learning forward and are deployed effectively
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, anxiety and mental health
- Ensuring that the PPG reaches the pupils who need it most

## Barriers to Future Attainment

Academic barriers to attainment	Non-academic barriers to attainment
Lack of school readiness on entry to Nursery and Reception. (see internal baseline data 2023 and 2024)	Lower than national and local levels of attendance across school. (See internal attendance data 2023 and 2024)

Low starting points on entry to Nursery and Reception. <b>(see internal baseline data 2023 and 2024)</b>	Higher than national and local levels of persistent absenteeism. <b>(See internal attendance data 2023 and 2024)</b>
Low levels of literacy: early reading. <b>(see internal data 2023 and 2024 and ELG outcomes 2023 and 2024 / statutory phonics outcome data 2023 and 2024)</b>	Low levels of parental engagement with academic activities. <b>(See School Cloud data 2023 and 2024)</b>
Low levels of literacy: fine motor development and writing. <b>(see internal data 2023 and 2024 / ELG outcomes 2023 and 2024 / KS2 outcomes 2024)</b>	High level of deprivation in the local community <b>(IDACI data 2019)</b>
Poor language and communication skills <b>(Wellcomm assessment data 2023 and 2024 and EYFS baseline data)</b>	Dysregulation and poor behaviour choices sometimes resulting in suspension. <b>(See internal behaviour analysis and suspension data / IDSR 2023 and 2024)</b>
'Outstanding' teaching not observed in every classroom <b>(see instructional coaching records / school Bluesky data)</b>	High levels of anxiety and mental health issues amongst pupils and families <b>(see internal referral caseloads and early help caseload data 2023 and 2024)</b>
'Outstanding' deployment of TAs not observed in every classroom <b>(see instructional coaching records / school Bluesky data)</b>	Children arriving at school hungry and not ready to learn <b>(qualitative internal data)</b>
Increasing levels of SEND needs in mainstream at school support level <b>(see IDSR 2023 and 2024)</b>	Limited or lack of access to technology and educational materials at home. <b>(qualitative internal data)</b>
Increasing levels of complex SEND needs in mainstream and DSP with EHCPs <b>(see IDSR 2023 and 2024)</b>	High level of early help needs within our families and community. <b>(see internal safeguarding caseload data 2023 and 2024)</b>
	Children lack life experiences to draw on to support academic work in school – access to enrichment opportunities limited

## Our Implementation Process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will consult a wide range of independent, high-quality reviews of evidence and assess whether the evidence is based on a context that is relevant to the school, particularly using the menu of approaches from the EEF.

We will:

**Explore**

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

### Prepare

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

### Deliver

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

### Sustain

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

## Our tiered approach

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

1. Quality of teaching
2. Targeted academic support
3. Wider strategies

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

### Quality of teaching

1. **Professional Development:** Developing an instructional coaching culture for teaching staff (including ECTs) and HLTAs to regularly identify areas for development and explicitly narrate the key actions needed to improve, evaluation and next steps, with a particular focus on literacy.
2. **Professional Development:** Developing TA subject specific knowledge and pedagogical skills in Literacy and Maths to be able to support and challenge learning when deployed effectively in class.
3. **Professional Development:** To undertake Communication Counts training to become recredited as a Communication Friendly Setting which will underpin the foundations of early reading and writing and enrich speech, language and communication for all children and young people but particularly those who are disadvantaged

## Targeted academic support

- 1) **Structured evidence-based interventions to support literacy with clear baseline and endpoint evaluated data:** For example, Early Talkboost, Talkboost, Tutoring with the Lightening Squad, Rapid Reader
- 2) **Small group tuition: Implement Write Rules intervention to support effective early writing skills.**
- 3) **One-to-one support:** Teachers and TAs to Implement bespoke and adaptive support strategies, from Communication Counts Training, for identified individual pupils.

## Wider strategies

1. **Attendance:** Trauma-informed and targeted approach to removing barriers to attendance for key families. (Impact-Ed report).
2. **Parental engagement:** further embed the role of parent ambassadors and look to grow the number across key areas in school (SEND, EAL). Find more creative ways to increase engagement with academic based activities, e.g. Sausage and Maths, Read and Roast and Write and a Bite!
3. **Mental health and wellbeing:** Embed myhappymind programme for pupils wellbeing and mental health, continue to embed and develop our substantial therapy offer for children and continue to develop our pastoral offer for vulnerable families.

Full planning details for interventions are outlined in the ['Intervention planning in full'](#) section.

## Our four-step approach to strategy

When developing and sustaining our pupil premium strategy, our school adopts a four-step approach to:

- **Diagnose pupils' needs** – we use internal data and information, e.g. attendance data and teacher feedback to gauge the performance of our disadvantaged pupils against national benchmarks and examine what could be hindering their performance.
- **Use strong evidence to support the strategy** – we utilise a broad array of external evidence to inform decision making alongside the expert knowledge we have of the pupils in our care. We utilise relevant and robust evidence, e.g. from the EEF's pupil premium resources, to provide appropriate and effective solutions.
- **Implement the strategy** – we take time and care to implement our pupil premium strategy to address the challenges and needs of disadvantaged pupils, assess the strategy's effectiveness and address any barriers to successful implementation.

- **Monitor and evaluate the strategy** – we continuously monitor the progress of the pupil premium strategy and make adaptations when needed and set short-, medium- and long-term outcomes to reach goals.

## **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 the PPG who are below expected outcomes and enrichment opportunities are planned for those in receipt of PPG who are working at expected outcomes and above. Progress towards achieving these targets is analysed at the end of interventions. Impact measurements for enrichments

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers during termly pupil progress meetings.

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

## **Accountability**

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

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

Full Governors and F&R / C&S committees

Discussed half termly in SLT

Performance Appraisal targets for key members of staff (Core SLT, SLT, SENCO)

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

The school publishes a link to the [school and college performance tables](#) and the schools' performance tables page on the school website.

## Our funding

Funding summary: Year 1					
Total number of pupils	480	PPG received per pupil	£1,480	Indicative PPG as advised in School Budget Statement	£414,400
		Number of pupils eligible for PPG	276	Actual PPG budget	£408,480
Funding estimate: Year 2					
Estimated pupil numbers	500				
Estimated number of pupils eligible for PPG	284				
Estimated funding	£433,100				
Funding estimate: Year 3					
Estimated pupil numbers	520				
Estimated number of pupils eligible for PPG	290				
Estimated funding	£455,300				

## Intervention planning in full

<b>Intervention:</b>	Professional development: Developing an instructional coaching culture for teaching staff (including ECTs) and HLTAs to regularly identify areas for development and explicitly narrate the key actions needed to improve, evaluate and next steps, with a particular focus on literacy.		
<b>Category:</b>	Quality of teaching		
<b>Intended outcomes:</b>	Improve the quality of teaching and have an 'outstanding' teacher in every classroom by the end of year 3	<b>Success criteria:</b>	Every teacher has been judged 'outstanding' by internal monitoring and scrutiny
<b>Staff lead:</b>	Headteacher / Deputy Head C&A		
<b>Implementation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<p><b>How we will implement this intervention in year 1:</b></p> <p><b>Leaders will implement the process by:</b></p> <ul style="list-style-type: none"> <li>• Each teacher is assigned a professional development coach.</li> <li>• Coaches given training on the instructional approach and scripts used to support dialogue and process</li> <li>• Coach and coachee together agree a target which will improve their practice</li> </ul>	<p><b>How we will implement this intervention in year 2</b></p> <p><b>Leaders will embed the process by:</b></p> <ul style="list-style-type: none"> <li>• End of Year 1 review of quality of teaching</li> <li>• Refresher training as identified by review</li> <li>• Full training for any new staff</li> <li>• Targeted CPD continued and impact measured</li> </ul>	<p><b>How we will implement this intervention in year 3</b></p> <p><b>Leaders will sustain the process by:</b></p> <ul style="list-style-type: none"> <li>• End of Year 2 review of quality of teaching</li> <li>• Refresher training as identified by review</li> <li>• Full training for any new staff</li> <li>• Targeted CPD continued and impact measured</li> </ul>

	<ul style="list-style-type: none"> <li>• Process is supportive and developmental</li> <li>• Coach observed coachee in weeks 2, 6 and 10</li> <li>• Headteacher observes each coach and coachee at least once over the term and supports coach in making judgements and formulate feedback to quality assure the process</li> <li>• HLTAs are included in this process also</li> <li>• Cover provided as needed for coaches</li> <li>• Core SLT has strategic overview of targets and the progress of all staff towards them</li> <li>• Targeted CPD from Spring term in areas of development (gaps) identified for staff</li> <li>• Report key aspects of process to Governors termly</li> </ul>	<ul style="list-style-type: none"> <li>• Report key aspects of process to Governors termly</li> <li>• Identify outstanding practice and utilise knowledge and skills as coaches</li> </ul> <p>To be reviewed end of Year 1 and any further actions needed to embed the process will be added here then.</p>	<ul style="list-style-type: none"> <li>• Report key aspects of process to Governors termly</li> <li>• Identify outstanding practice and utilise knowledge and skills as coaches</li> </ul> <p>To be reviewed end of Year 2 and any further actions needed to embed the process will be added here.</p>
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<p>Light-touch review notes</p>	<p>Annual review notes: [</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
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Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£25,235	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	£26,217	Year 3	£26,886
	Total anticipated expenditure:	£78,339				
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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<b>Intervention:</b>	<b>Professional Development: Developing TA subject specific knowledge and pedagogical skills in Literacy and Maths to be able to support and challenge learning when deployed effectively in class.</b>		
<b>Category:</b>	<b>Quality of teaching</b>		
<b>Intended outcomes:</b>	<b>Improve the quality of TA support and challenge and raise outcomes in Literacy and Maths across school.</b>	<b>Success criteria:</b>	<b>TAs appropriately deployed and able to support and challenge pupils effectively in literacy and maths.</b>
<b>Staff lead:</b>	<b>Headteacher / Deputy Headteacher: C&amp;A and Deputy Headteacher: I</b>		
<b>Implementation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<p>How we will implement this intervention in year 1:</p> <p><b>Leaders will implement the process by:</b></p> <ul style="list-style-type: none"> <li>• Throughout coaching process clear attention is paid to the quality of TA deployment, knowledge and skills</li> <li>• Baseline learning walk to validate TA strengths and areas for development .identified in the coaching process</li> <li>• establish non-negotiables for all teaching staff on the effective deployment of TAs in the classroom (using EEF evidence-</li> </ul>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Leaders will embed the process by:</b></p> <ul style="list-style-type: none"> <li>• End of Year 1 review of quality of TA support</li> <li>• Refresher training as identified by review</li> <li>• Full training for any new TA staff</li> <li>• Targeted CPD continued and impact measured</li> </ul>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Leaders will sustain the process by:</b></p> <ul style="list-style-type: none"> <li>• End of Year 2 review of quality of teaching</li> <li>• Refresher training as identified by review</li> <li>• Full training for any new staff</li> <li>• Targeted CPD continued and impact measured</li> </ul>

	<p>based approach to support process)</p> <ul style="list-style-type: none"> <li>• Internal targeted CPD with clearly defined measurable outcomes put into place</li> <li>• Review outcomes at the end of coaching cycle 2 and 3 in Year 1</li> <li>• Further support and CPD implemented as required</li> </ul>	<ul style="list-style-type: none"> <li>• Report key aspects of process to Governors termly</li> <li>• Identify outstanding practice amongst TAs and utilise their knowledge and skills as coaches</li> </ul> <p>To be reviewed end of Year 1 and any further actions needed to embed the process will be added here then.</p>	<ul style="list-style-type: none"> <li>• Report key aspects of process to Governors termly</li> <li>• Identify outstanding practice and utilise knowledge and skills as coaches</li> </ul> <p>To be reviewed end of Year 2 and any further actions needed to embed the process will be added here.</p>
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Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:
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Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£8,393	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	£8,770	Year 3	£8,967
	Total anticipated expenditure:	£26,130				
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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<b>Intervention:</b>	<b>Communication and Language Training for all staff: To undertake Communication Counts training to become reaccredited as a Communication Friendly Setting from EYFS to Y6 which will underpin the foundations of early reading and writing and enrich speech, language and communication for all children and young people but particularly those who are disadvantaged</b>		
<b>Category:</b>	<b>Quality of teaching</b>		
<b>Intended outcomes:</b>	<b>Ensure staff are skilled to mitigate for communication and language barriers amongst pupils, identify gaps in the communication chain and support children with appropriate strategies to ensure effective progress and attainment</b>	<b>Success criteria:</b>	<b>School will be reaccredited as a Communication Friendly Setting from EYFS-Y6 and children with gaps in the communication chain will receive appropriate support and there will be improvements in early reading, reading and writing</b>
<b>Staff lead:</b>	<b>Headteacher / Deputy Headteacher: I / Assistant Headteacher: I (mainstream SENCO) / Early Reading Lead</b>		
<b>Implementation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<p>How we will implement this intervention in year 1:</p> <p><b>Leaders will implement the process by:</b></p> <ul style="list-style-type: none"> <li>• Meet with Eiklan accredited Communication Counts Assessor to determine training resources and schedule</li> <li>• Map out dates for training across EYFS,, DSP, KS1 and KS2</li> <li>• 3 x L4 school Eiklan trainers to get set up on system and review training notes / activities</li> </ul>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Leaders will embed the process by:</b></p> <ul style="list-style-type: none"> <li>• Areas of development identified in the assessment process will be actioned</li> <li>• Develop and implement a regular cycle of monitoring around communication and language provision from EYFS – Y6</li> </ul>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Leaders will sustain the process by:</b></p> <ul style="list-style-type: none"> <li>• Continue the regular cycle of monitoring around communication and language provision from EYFS – Y6</li> <li>• Gaps identified through the monitoring process will be actioned by L4 practitioners in school</li> </ul>

	<ul style="list-style-type: none"> <li>• Deliver training</li> <li>• Staff complete key activities for each training session</li> <li>• Elklan trainers gather evidence of the completion of these activities and submit evaluation in the Elklan Learning Log</li> <li>• July 2025 Assessor visit to school to audit evidence and award Communication Friendly Status EYFS – Y6</li> </ul>	<ul style="list-style-type: none"> <li>• Gaps identified through the monitoring process will be actioned by L4 practitioners in school</li> <li>• Training delivered to any new staff</li> <li>• Report key aspects of process to Governors termly</li> </ul> <p>To be reviewed end of Year 1 and any further actions needed to embed the process will be added here then.</p>	<ul style="list-style-type: none"> <li>• Training delivered to any new staff</li> <li>• Report key aspects of process to Governors termly</li> <li>• Plan the process of reaccreditation for academic year 2027-28</li> </ul> <p>To be reviewed end of Year 2 and any further actions needed to embed the process will be added here then.</p>
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Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:
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Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£14,229	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	£14,859	Year 3	£15,265
	Total anticipated expenditure:	£44,353				
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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## Targeted academic support

<b>Intervention:</b>	Structured interventions: Continue evidence-based interventions to support literacy with clear baseline and endpoint evaluated data, for example, Early Talkboost, Talkboost, Tutoring with the Lightning Squad, Rapid Reader		
<b>Category:</b>	Targeted academic support		
<b>Intended outcomes:</b>	Raise outcomes in literacy across school	<b>Success criteria:</b>	Evidence based interventions will be delivered consistently and effectively by well-trained practitioners, with clear progress measurements evident
<b>Staff lead:</b>	Deputy Headteacher: C&A, SENCO, English Lead		
<b>Implementation</b>	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <p><b>Leaders will implement the process by:</b></p> <ul style="list-style-type: none"> <li>• Review effectiveness of current literacy interventions from EYFS-KS2</li> <li>• Implement a monitoring cycle around evaluating the effectiveness of literacy interventions</li> <li>• Establish an evidence-based rationale for all interventions used (EEF menu of approaches)</li> <li>• Ensure baseline data and end point data are accurately captured for all interventions</li> <li>• Ensure time limited interventions, with clear evaluation of progress half termly, are in place</li> <li>• Pupil progress meetings used to capture data on the effectiveness of literacy interventions</li> <li>• Lightning Squad training extended to KS1 staff</li> </ul>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Leaders will embed the process by:</b></p> <ul style="list-style-type: none"> <li>• End of Year 1 review of the impact of literacy interventions with evidence-based evaluation of the suitability of current interventions to support effective progress</li> <li>• Continue to implement a monitoring cycle around evaluating the effectiveness of literacy interventions</li> <li>• Refresher training for staff as identified by above review</li> <li>• Full training for any new staff</li> <li>• Continue to use pupil progress meetings to capture data on the effectiveness of literacy interventions</li> <li>• Report key aspects of process to Governors termly</li> <li>• Identify outstanding practice amongst staff and utilise their knowledge and skills as coaches</li> </ul>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Leaders will sustain the process by:</b></p> <ul style="list-style-type: none"> <li>• End of Year 2 review of the impact of literacy interventions with evidence-based evaluation of the suitability of current interventions to support effective progress</li> <li>• Embed a monitoring cycle around evaluating the effectiveness of literacy interventions</li> <li>• Refresher training as identified by review</li> <li>• Full training for any new staff</li> <li>• Continue to use pupil progress meetings to capture data on the effectiveness of literacy interventions</li> <li>• Report key aspects of process to Governors termly</li> <li>• Identify outstanding practice and utilise knowledge and skills as coaches</li> </ul>
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	<ul style="list-style-type: none"><li>• Implement Early Talkboost for identified children in Nursery</li><li>• External development day used strategically to underpin this outcome</li><li>• Report key aspects of process to Governors termly</li></ul>	<ul style="list-style-type: none"><li>• External development day used strategically to underpin this outcome</li></ul> <p>To be reviewed end of Year 1 and any further actions needed to embed the process will be added here then</p>	<ul style="list-style-type: none"><li>• External development day used strategically to underpin this outcome</li></ul> <p>To be reviewed end of Year 2 and any further actions needed to embed the process will be added here then</p>
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Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:
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Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£85,002	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	£89,301	Year 3	£92,335
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 anticipated expenditure:	£266,637				

	Total actual expenditure:	£
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<b>Intervention:</b>	Small group tuition: : Implement Write Rules intervention to support effective early writing skills.		
<b>Category:</b>	Targeted academic support		
<b>Intended outcomes:</b>	Improve writing for identified children	<b>Success criteria:</b>	Precise identification of children’s fine motor needs and high-quality support to remove barriers to early writing.
<b>Staff lead:</b>			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><b>Leaders will implement the process by:</b></p> <ul style="list-style-type: none"> <li>• Purchase Write Rules Scheme</li> <li>• Deliver CPD to all staff in EYFS and KS1, and identified staff in KS2</li> <li>• English Lead and SENCO to support staff to resource and timetable this intervention and factor in weekly CPD for staff to access the Write Rules portal for ongoing training</li> </ul>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Leaders will embed the process by:</b></p> <ul style="list-style-type: none"> <li>• End of Year 1 review of the impact of literacy interventions with evidence-based evaluation of the suitability of current intervention to support effective progress</li> <li>• Continue to implement a monitoring cycle around evaluating the effectiveness of literacy interventions</li> </ul>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch review):</p> <p><b>Leaders will sustain the process by:</b></p> <ul style="list-style-type: none"> <li>• End of Year 2 review of the impact of literacy interventions with evidence-based evaluation of the suitability of current intervention to support effective progress</li> <li>• Embed the monitoring cycle around evaluating the effectiveness of literacy interventions</li> </ul>

	<ul style="list-style-type: none"> <li>• Baseline of need established for participating children using the fine/gross motor tracker</li> <li>• Intervention to be logged on Provision Mapping and progress evaluated half termly</li> <li>• English lead and SENCO to design and implement a monitoring cycle for this intervention</li> <li>• After 1 term of delivery English Lead and SENCO to deliver key findings on the success and effectiveness of this intervention to core SLT</li> <li>• Delivery of intervention and staff support further developed based on findings above</li> <li>• Findings reported to Governors</li> </ul>	<ul style="list-style-type: none"> <li>• Refresher training for staff as identified by above review</li> <li>• Full training for any new staff</li> <li>• Use pupil progress meetings to capture data on the effectiveness of literacy interventions</li> <li>• Report key aspects of findings to Governors</li> <li>• Identify outstanding practice amongst staff and utilise their knowledge and skills as coaches for other staff</li> </ul> <p>To be reviewed end of Year 1 and any further actions needed to embed the process will be added here then</p>	<ul style="list-style-type: none"> <li>• Refresher training as identified by review</li> <li>• Full training for any new staff</li> <li>• Continue to use pupil progress meetings to capture data on the effectiveness of literacy interventions</li> <li>• Use Shone Therapy to externally validate actions and advise on next steps to ensure the most effective progress for children</li> <li>• Report key aspects of process to Governors termly</li> <li>• Identify outstanding practice and utilise knowledge and skills as coaches</li> </ul> <p>To be reviewed end of Year 2 and any further actions needed to embed the process will be added here then</p>
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Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:
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Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£22,025	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	£22,973	Year 3	£23,639
	Total anticipated expenditure:	£68,636				
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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<b>Intervention:</b>	One-to-one support: Teachers and TAs to Implement bespoke and adaptive support strategies, from Communication Counts Training, for identified individual pupils.		
<b>Category:</b>	Targeted academic support		
<b>Intended outcomes:</b>	Communication barriers removed or effectively mitigated for identified children	<b>Success criteria:</b>	Identified children will make effective progress across learning
<b>Staff lead:</b>	Headteacher, Deputy Headteacher: I, SENCO, Ekklan L4 practitioners		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><b>Leaders will implement the process by:</b></p> <ul style="list-style-type: none"> <li>• Delivering communication Counts training to all staff in Year 1</li> <li>• Staff to work with Ekklan L4 practitioner to identify children requiring adaptive support strategies</li> <li>• Staff to implement Communication Counts strategies for identified children in Spring/Summer term</li> <li>• Strategies to be recorded as provisions on Provision Mapping</li> </ul>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Leaders will embed the process by:</b></p> <ul style="list-style-type: none"> <li>• Refresher training for identified staff</li> <li>• Training for new staff</li> <li>• Staff to work with Ekklan L4 practitioner to identify children requiring adaptive support strategies in their new classes</li> <li>• Systems and processes to be embedded from Year 1</li> </ul>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Leaders will sustain the process by:</b></p> <ul style="list-style-type: none"> <li>• Refresher training for identified staff</li> <li>• Training for new staff</li> <li>• Staff to work with Ekklan L4 practitioner to identify children requiring adaptive support strategies in their new classes</li> <li>• Systems and processes to be reviewed and further embedded / tweaked from Year 1 and 2</li> </ul>

	<p>and evaluated half termly with clear baseline data in place to track progress</p> <ul style="list-style-type: none"> <li>• Elklan L4 practitioner and SENCO to implement monitoring cycle and feedback areas of strength/development to staff</li> <li>• Any further training needed to be delivered to identified staff</li> <li>• Identified children/strategies to be discussed at pupil progress meetings</li> <li>• Findings reported to Governors</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to continue to be recorded on Provision Mapping and evaluated half termly with clear baseline data in place to track progress</li> <li>• Continue to implement monitoring cycle</li> <li>• Any further training needed to be delivered to identified staff</li> <li>• Identified children/strategies to be discussed at pupil progress meetings</li> <li>• Findings reported to Governors</li> <li>• Identify outstanding practice amongst staff and utilise their knowledge and skills as coaches for other staff</li> </ul> <p>To be reviewed end of Year 1 and any further actions needed to embed the process will be added here then</p>	<ul style="list-style-type: none"> <li>• Strategies to continue to be recorded on Provision Mapping and evaluated half termly with clear baseline data in place to track progress</li> <li>• Monitoring cycle to be embedded</li> <li>• Any further training needed to be delivered to identified staff</li> <li>• Identified children/strategies to be discussed at pupil progress meetings</li> <li>• Findings reported to Governors</li> <li>• Identify outstanding practice amongst staff and utilise their knowledge and skills as coaches for other staff</li> <li>• ELKLAN L4 practitioners to begin to work towards re-accreditation in Communication friendly Setting</li> </ul> <p>To be reviewed end of Year 2 and any further actions needed to embed the process will be added here then</p>
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Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:
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Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£15,412	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	£16,091	Year 3	£16,516
	Total anticipated expenditure:	£48,019				
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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- 1.
2. **Parental engagement:** further embed the role of parent ambassadors and look to grow the number across key areas in school (SEND, EAL). Find more creative ways to increase engagement with academic based activities, e.g. Sausage and Maths, Read and Roast and Write and a Bite!
3. **Mental health and wellbeing:** Embed myhappymind programme for pupils wellbeing and mental health, continue to embed and develop our substantial therapy offer for children and continue to develop our pastoral offer for vulnerable families.

<b>Intervention:</b>	Attendance: Trauma-informed and targeted approach to removing barriers to attendance for key families. (Impact-Ed report).		
<b>Category:</b>	Wider strategies		
<b>Intended outcomes:</b>	Attendance will improve for targeted children / families	<b>Success criteria:</b>	Family support will be more precisely targeted to need and levels of PA / children at risk of PA will reduce, improving overall attendance levels.
<b>Staff lead:</b>	Headteacher, Deputy Headteacher: I, Lead Learning Mentor		
<b>Implementation</b>	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <p><b>Leaders will implement the process by:</b></p> <ul style="list-style-type: none"> <li>• DHT:I to attend full day raining on Inclusive Attendance</li> <li>• DHT:I to write a comprehensive attendance strategy and share with key stakeholders (SLT, Governors, Pastoral Team)</li> <li>• CPD on the 6 aspects of inclusive attendance practice planned and delivered across Year 1 for all staff</li> <li>• New attendance policy written to support updated statutory guidance</li> <li>• Align attendance policies and procedures with new MIS</li> <li>• Attendance to be a focus at all SLT meetings, weekly phase meetings and full Governors meeting</li> <li>• Review attendance data half termly and complete attendance panel meetings</li> </ul>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Leaders will embed the process by:</b></p> <ul style="list-style-type: none"> <li>• End of Year 1 review of the impact of attendance strategy – data outcomes across all pupil cohorts</li> <li>• Revise actions in light of the above</li> <li>• Further develop the role of Attendance Champions</li> <li>• Develop the role of Parental Ambassador for attendance</li> <li>• Develop and embed a clear programme of workshops and parental events in EYFS to establish connection and belonging to school from the earliest points possible</li> <li>• Identify and work with a local school with similar demographics to share best practice and magpie ideas on attendance</li> <li>• Review policies and procedures to ensure fit for purpose</li> </ul>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Leaders will sustain the process by:</b></p> <ul style="list-style-type: none"> <li>• End of Year 2 review of the impact of attendance strategy – data outcomes across all pupil cohorts</li> <li>• Revise actions in light of above</li> <li>• Further develop the role of Parental Ambassador for attendance</li> <li>• Review programme of workshops and parental events in EYFS with clear parental voice to establish priorities</li> <li>• Review policies and procedures to ensure fit for purpose</li> <li>• Attendance will continue to be a focus at weekly SLT and phase meetings and full Governor meetings</li> <li>• Review the impact of school supported strategies to bring identified children into school</li> </ul>
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	<ul style="list-style-type: none"> <li>• Daily attendance dashboards introduced and maintained</li> <li>• Attendance champions established in each class</li> <li>• Revised, trauma informed, entry routines to develop a sense of belonging and connection for children</li> <li>• DHT:I and pastoral team to explore attendance rewards and communication with parents</li> <li>• Explore school supported strategies to bring identified children to school</li> <li>• Work with Impact-Ed to understand specific barriers to attendance for identified children/families and target school-led support in a more bespoke manner</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance will continue to be a focus at weekly SLT and phase meetings and full Governor meetings</li> <li>• Review the impact of school supported strategies to bring identified children into school</li> <li>• Review attendance data half termly and continue to complete attendance panel meetings</li> </ul> <p>To be reviewed end of Year 1 and any further actions needed to embed the process will be added here then.</p>	<ul style="list-style-type: none"> <li>• Review attendance data half termly and continue to complete attendance panel meetings</li> </ul> <p>To be reviewed end of Year 2 and any further actions needed to embed the process will be added here then.</p>
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<p>Light-touch review notes</p>	<p>Annual review notes:</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
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Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£52,750	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	£55,115	Year 3	£56,342
	Total anticipated expenditure:	£164,207				
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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<b>Intervention:</b>	<b>Parental engagement: Further embed the role of parent ambassadors and look to grow the number across key areas in school (SEND, EAL). Using the Parent Ambassadors find more creative ways to increase engagement with academic based activities, e.g. Sausage and Maths, Read and Roast and Write and a Bite!</b>		
<b>Category:</b>	<b>Wider strategies</b>		
<b>Intended outcomes:</b>	<b>More confident parents willing to attend school workshops to support the learning and progress of their children.</b>	<b>Success criteria:</b>	<b>Numbers of Parental Ambassadors will increase and parent attendance at academic school events will increase.</b>
<b>Staff lead:</b>	<b>Headteacher, Deputy Headteacher: I, Deputy Headteacher C&amp;A</b>		
<b>Implementation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<p>How we will implement this intervention in year 1:</p> <p><b>Leaders will implement the process by:</b></p> <ul style="list-style-type: none"> <li>• Clearly define the role of parent ambassadors</li> <li>• Regular meetings with core SLT and parents ambassadors to set and reviews objectives / targets</li> <li>• Plan out a series of school events and support Parent Ambassadors to engage with other parents to increase attendance</li> </ul>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p><b>Leaders will embed the process by:</b></p> <ul style="list-style-type: none"> <li>• Review the role of parent ambassadors to assess any further development needs</li> <li>• Continue to meet regularly with core SLT to set and review targets/ objectives</li> <li>• Continue to plan a series of school events that Parent Ambassadors can attend</li> </ul>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Leaders will sustain the process by:</b></p> <ul style="list-style-type: none"> <li>• Review the role of parent ambassadors to assess any further development needs</li> <li>• Continue to meet regularly with core SLT to set and review targets/ objectives</li> <li>• Continue to plan a series of school events that Parent Ambassadors can attend</li> </ul>

	<ul style="list-style-type: none"> <li>• Parent ambassador page on website established</li> <li>• Projects on indoor environment improvements</li> <li>• Recruitment to widen the numbers of Parent Ambassadors and link key expertise, e.g. SEND/EAL</li> <li>• Parent ambassadors to attend a Governors Meeting</li> <li>• Termly report on parental engagement to Governors</li> </ul>	<ul style="list-style-type: none"> <li>• Project on outdoor environment planned and implemented</li> <li>• Ongoing recruitment if Parent Ambassadors as needed</li> <li>• Achieve School of Sanctuary Award to support work with EAL families and more broadly build empathy within the school community</li> <li>• Parent ambassadors to attend a Governors Meeting</li> <li>• Termly report on parental engagement to Governors</li> </ul> <p>To be reviewed end of Year 1 and any further actions needed to embed the process will be added here then.</p>	<ul style="list-style-type: none"> <li>• Project TBC</li> <li>• Ongoing recruitment if Parent Ambassadors as needed</li> <li>• Parent ambassadors to attend a Governors Meeting</li> <li>• Termly report on parental engagement to Governors</li> </ul> <p>To be reviewed end of Year 2 and any further actions needed to embed the process will be added here then.</p>
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Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:
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Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£20,179	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	£20,777	Year 3	£21,225
	Total anticipated expenditure:	£62,182				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
	Year 1	£	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>

	Total actual expenditure:	£
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<b>Intervention:</b>	Mental health and wellbeing: to enhance our substantial therapy offer at a universal level, embed the myhappymind programme for pupils wellbeing and mental health		
<b>Category:</b>	Wider strategies		
<b>Intended outcomes:</b>	Reduced levels of anxiety and mental health issues amongst children and families	<b>Success criteria:</b>	Fewer referrals to learning mentors for SEMH issues, fewer external referrals for MHST/CAMHS
<b>Staff lead:</b>	Deputy Headteacher:I, SENCO, Lead Learning Mentor		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p><b>Leaders will implement the process by:</b></p> <ul style="list-style-type: none"> <li>• Purchase myhappymind</li> <li>• All staff will be trained on delivery</li> <li>• myhappymind will be timetabled on a weekly basis in all classes</li> <li>• Happiness Heroes will be established amongst the pupil population</li> <li>• Send home information to parents about myhappymind and how to login to the parent portal</li> </ul>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Leaders will embed the process by:</p> <ul style="list-style-type: none"> <li>• End of Year 1 review of impact of myhappy mind programme and any actions arising to be actioned</li> <li>• Refresher training as identified by review</li> <li>• Full training for any new staff</li> <li>• Develop the role of Happiness Heroes to have more clearly defined parameters</li> </ul>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p><b>Leaders will sustain the process by:</b></p> <ul style="list-style-type: none"> <li>• End of Year 2 review of impact of myhappy mind programme and any actions arising to be actioned</li> <li>• Refresher training as identified by review</li> <li>• Full training for any new staff</li> <li>• Further develop and quality assure the role of Happiness Heroes</li> </ul>

	<ul style="list-style-type: none"> <li>• Monitoring and scrutiny of myhappymind lessons</li> <li>• Pupil voice around their experiences of myhappymind</li> <li>• Termly measure of numbers of referrals internally and externally for SEMH issues</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust SEND graduated response to reflect reminders being sent out to parents by SENCO'/Learning Mentors on how to access parent portal when experiencing issues at home</li> <li>• Report key aspects of process to Governors termly</li> <li>• Identify outstanding practice amongst Happiness heroes and use them to train new recruits</li> <li>• Termly measure of numbers of referrals internally and externally for SEMH issues</li> </ul> <p>To be reviewed end of Year 1 and any further actions needed to embed the process will be added here then.</p>	<ul style="list-style-type: none"> <li>• Report key aspects of process to Governors termly</li> <li>• Termly measure of numbers of referrals internally and externally for SEMH issues</li> </ul> <p>To be reviewed end of Year 2 and any further actions needed to embed the process will be added here then.</p>
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<p>Light-touch review notes</p>	<p>Annual review notes: <b>[Use this space to review the success of your intervention in year 1.]</b></p>	<p>Annual review notes: <b>[Use this space to review the success of your intervention in year 2.]</b></p>	<p>Final review notes: <b>[Use this space to review the overall success of your intervention.]</b></p>
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Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£21,409	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	£22,370	Year 3	£22,940
	Total anticipated expenditure:	£66,720				
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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In addition to the above specific interventions, the school also uses some of it's PPG grant towards funding specialist staff whose costs are as follows:

<b>Role</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Intervention Teaching Assistant	27,326	28,665	29,790
4 Learning Mentors	178,253	188,418	197,218
Speech and Language Assistant	20,765	22,158	23,421
Play Co-ordinator	34,463	36,249	37,749

The school also provides free school meals to every pupil, regardless of their FSM eligibility, plus free breakfast bagels as children arrive at school, and free healthy snacks throughout the school day. Total catering costs are as follows:

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Catering Staff	119,360	126,628	134,594
Catering supplies	88,500	91,155	92,978