



St. Leonard's Primary School

3-year long-term pupil premium strategy

This strategy is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF).

Our philosophy

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

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

Our priorities

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

- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance 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
Low levels of literacy	Lack of focus and confidence due to poor mental health and wellbeing
Poor language and communication skills	Social interaction and difficulty with peers
'Outstanding' teaching not present in every classroom	Difficult independent learning behaviours
A variety of special educational needs	Poor attendance

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:

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
- Monitor delivery and adaptation of interventions

Sustain

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

Our tiered approach

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

1. Teaching
2. Targeted academic support
3. Wider strategies

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

Quality of teaching

1. Professional development: Individual feedback following regular monitoring of all subjects to support teachers but with a particular emphasis on literacy and vocabulary
2. Support for early career teachers to enable them to effectively plan for the needs of all pupils
3. **Targeted academic support**
 1. Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills
 2. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations

Wider strategies

1. HOPE project: Providing support for those pupils with social emotional and mental health needs
2. Curriculum enrichment to help close Cultural Capital gaps

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 and their progress towards achieving these targets is analysed at the end of interventions. (PAG)

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

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.

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 2019 - 2020					
Total number of pupils	199 (219 including nursery)	PPG received per pupil	13 x £1320 2 x £300 (service children)	Indicative PPG as advised in School Budget Statement	£ 17,760

		Number of pupils eligible for PPG	13 +2	Actual PPG budget	£ 16,440
Funding estimate: Year 2 2020-2021					
Estimated pupil numbers			Nursery – year 6 204		
Estimated number of pupils eligible for PPG			12 x £1345 2 x 310 (service children)		
Estimated funding			£ 16,760		
Actual number of pupils			14 x £1345 2 x 310		
Actual PPG received			£19,450		
Funding estimate: Year 3 2021-2022					
Estimated pupil numbers			Nursery – Year 6 197		
Estimated number of pupils eligible for PPG			14 x £1345		
Estimated funding			£18,830		
Actual number of pupils			18 x £1345		
Actual PPG received			£24,210 (may change during year)		

Intervention planning in full

Intervention:	Professional development: Individual feedback following regular monitoring of all subjects to support teachers but with a particular emphasis on literacy and vocabulary		
Category:	Quality of teaching		
Intended outcomes:	Improve the quality of teaching and have good/outstanding teaching and learning in every classroom by the end of year 3	Success criteria:	All teaching and learning has been judged 'good/outstanding or elements of outstanding by internal assessment
Staff lead:	Curriculum leads and SLT		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Curriculum leads will attend network meetings and training and will cascade back to all staff through staff meetings to ensure all teaching staff are kept fully up to date on best practice and curriculum knowledge.</p> <p>Priorities for learning will be established in liaison with their line manager and take into consideration any performance management or monitoring feedback. Cover will be provided where necessary.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Curriculum leads will attend network meetings and training and will cascade back to all staff through staff meetings to ensure all teaching staff are kept fully up to date on best practice and curriculum knowledge.</p> <p>Priorities for learning will be established in liaison with their line manager and take into consideration any performance management or monitoring feedback. Cover will be provided where necessary.</p> <p>Join the RADY online training</p> <p>Sign up to the National College Training</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Precise interventions will be given to close gaps in knowledge, understanding and skills.</p> <p>Staffing will remain the same to support the delivery of these interventions</p> <p>Release time for staff to observe good practice and access training</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Training has continued through the year but much of it has been remotely.</p> <p>Subject leaders have continued to access network meetings and feedback to staff.</p> <p>Covid has impacted how much training has been applied because of the Lockdown and bubble closures.</p> <p>When schools closed, schools were seen as a care facility for those keyworker children which included the PP children.</p> <p>No assessment took place in the summer term due to disruption to learning.</p>	<p>Annual review notes:</p> <p>CPD this year has been high with staff accessing online CPD through RADY and the National College (including support staff) as well as local cluster groups and SHeads subject events. We have also enabled staff to further develop their skills in emotional health and wellbeing as well as academic development.</p> <p>Subject leaders have identified gaps in learning in their subjects and shared this with all staff</p> <p>Covid has continued to impact on attendance of pupils but as a school we have ensured regular contact, wellbeing checks, food hampers and parental support calls as well as 1:1 interventions to address identified gaps.</p> <p>25% of PP are also on the SEND register</p> <p>32% of PP children came in to school</p> <p>Only 16 % of those PP children who were at home regularly accessed home learning despite encouragement, being given laptops (if required) or paper copies</p> <p>These children had 1:1 intervention sessions which they did access</p> <p><i>Observations and feedback have ensured interventions are more effective and targeted.</i></p> <p><i>Staff have a greater understanding of the issues that PP children face eg cultural capital and how to close that gap through quality first teaching</i></p>	<p>Final review notes:</p> <p><i>Training delivered:</i></p> <p><i>Raising attainment in Writing(Particular issue following Covid)</i></p> <p><i>Subject leadership (To ensure that subjects are being led well and taught effectively leading to any gaps from covid being identified and closed)</i></p> <p><i>Interventions (To make them targeted and more effective so that needs are addressed)</i></p> <p><i>Focus child for SEND and Disadvantaged- has helped to use strategies from research to meet the needs of these children.</i></p> <p><i>SEND update with further strategies given to staff.</i></p>
---------------------------------	--	---	--

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input checked="" type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input checked="" type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input checked="" type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£2983.95	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" 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 checked="" type="checkbox"/>
			Year 2	£3529.45	Year 3	£4,000
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£ £2983.95	Year 2	£ £3529.45	Year 3	£4,150
			Did expenditure increase, decrease or remain the same?	Increased <input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£10,663.4				

Intervention:	Support for early career teachers to enable them to effectively plan for the needs of all pupils		
Category:	Quality of teaching		
Intended outcomes:	To have a ‘good/outstanding’ teaching and learning in every classroom by the end of year 3	Success criteria:	All teaching and learning has been judged ‘good/outstanding’ by internal/external assessment
Staff lead:	SLT and Mentors (NQTs)		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>NQTs will attend network meetings and training to ensure they are kept fully up to date on best practice and develop curriculum knowledge.</p> <p>Priorities for learning will be established in liaison with their mentor and take into consideration any monitoring feedback. Cover will be provided where necessary</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>NQT +1 will continue to be mentored as they have had a disrupted year of face to face teaching</p> <p>Priorities for learning will be established in liaison with their mentor and take into consideration any monitoring feedback. Cover will be provided where necessary</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>NQT +2 will continue to be mentored as they have had a disrupted year of face to face teaching</p> <p>Priorities for learning will be established in liaison with their mentor and take into consideration any monitoring feedback. Cover will be provided where necessary</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>NQTs were enrolled with NQT provider but were mentored by staff in school.</p> <p>They attended network meetings and external training where appropriate.</p> <p>NQTs had release time to meet with subject leaders and complete peer observations. Release time was also given to these subject leaders.</p> <p>Regular mentor meetings took place and feedback given to improve practice.</p> <p>Covid impacted on the progress of teaching and learning because of lockdown and bubble closure. There was restricted face to face teaching and setting work on Purple mash was used as an approach. Training was given on how to do this effectively.</p>		<p>Annual review notes:</p> <p>Although the 2 NQTs successfully passed their NQT year we continued to mentor them because of the disruption.</p> <p>This year the remote learning was of a much higher quality with a mixture of face to face, recorded lessons and set activities. Training was put in place so that the staff were confident to deliver this.</p> <p>Monitoring and feedback from parents showed that they were both delivering high quality teaching and learning both during lockdown and when in school.</p>		<p>Final review notes:</p> <p>Both teachers have had further support from SLT to ensure they are delivering a high quality education for all children. They have had release time to meet with mentors and to observe good practice. Progress for one teacher has been hampered due to periods of absence.</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£4,800</p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase,</p> <p>Increase <input type="checkbox"/></p>

			or remain the same?	Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>	decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£1000	Year 3	£1000
	Total anticipated expenditure:	£				
Actual expenditure			Year 2	£1000	Year 3	£1000
	Year 1	£4,800	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input checked="" type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input checked="" type="checkbox"/>
	Total actual expenditure:	£6800				

Intervention:	Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills		
Category:	Targeted academic support		
Intended outcomes:	To improve vocabulary and language skills to close the gap between pupils and their non PP peers	Success criteria:	Children will have increased vocabulary enabling them to join in class discussions and access more text.
Staff lead:	Anita Hensley		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Targeted children will receive small group or 1:1 oral language interventions such as additional opportunities to read with an adult, text comprehension activities as well as provision of additional resources and time to explore new topic vocabulary.</p> <p>Structured language programmes (WellComm, and SALT programmes) will be used to develop speech and language skills, and programmes such as Theraplay and HOPE will be used to develop communication and social interaction difficulties.</p> <p>Our Philosophy for children approach in school will also support additional language opportunities.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Targeted children will continue to receive small group or 1:1 oral language interventions such as additional opportunities to read with an adult, text comprehension activities as well as provision of additional resources and time to explore new topic vocabulary.</p> <p>Structured language programmes (WellComm, and SALT programmes) will continue to be used to develop speech and language skills, and programmes such as Theraplay and HOPE will be used to develop communication and social interaction difficulties.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Targeted children will continue to receive small group or 1:1 oral language interventions such as additional opportunities to read with an adult, text comprehension activities as well as provision of additional resources and time to explore new topic vocabulary.</p> <p>Structured language programmes (WellComm, and SALT programmes) will continue to be used to develop speech and language skills, and programmes such as Theraplay and HOPE will be used to develop communication and social interaction difficulties.</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Welcomm was effectively used as a baseline in Reception followed by specific 1:1 interventions delivered remotely during lockdown.</p> <p>All children were RAG rated for the amount of extra reading they needed.</p> <p>External support was restricted due to Covid but advice was still sought.</p> <p>Due to Covid disruptions some of the strategies that were set up were disjointed</p> <p>HOPE was still used to help pupils deal emotionally with wellbeing issues including children negatively affected by fear of Covid.</p> <p>A recovery curriculum was used which had a huge focus on speaking and listening, resilience, building confidence and beginning to close gaps in knowledge and understanding.</p> <p>Keyworker children in school including PP children benefited from smaller group sizes and a focus on mental health and wellbeing.</p> <p>The use of Floor books really helped to develop speech and language.</p>		<p>Annual review notes:</p> <p>1:1 and group reading continued throughout any bubble closure or the lockdown to support reading and speaking and listening.</p> <p>External support was gained when necessary to support progress in these skills.</p> <p>Another recovery curriculum was delivered to help the children develop their social and emotional skills.</p> <p>Growth mindset was revisited which gave a lot of opportunities to develop their speaking and listening skills as they shared their feelings etc</p> <p>Emotion coaching is used across school which helps children to understand and verbalise their emotions.</p>		<p>Final review notes:</p> <p>Recovery curriculum was used in addition to PP money to provide tutoring for any identified children.</p> <p>Much of the work to develop language was focussed in EYFS:</p> <p>PORIC language approach to early linguistic skills</p> <p>Wellcom language screening and intervention tool used</p> <p>Elklan's Quicker Communication Tool</p> <p>Nuffield Early Language Intervention Program (NELI)</p> <p>Time to talk Language Program</p> <p>Training offered to parents to support high quality talk based interactions with children at home.</p>	
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input checked="" type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£0</p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase,</p>	<p>Increase <input type="checkbox"/></p>

			or remain the same?	Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£0	Year 3	£0
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£0	Year 2	£0	Year 3	£0
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input checked="" type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input checked="" type="checkbox"/>
	Total actual expenditure:	£0				

Intervention:	Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations		
Category:	Targeted academic support		
Intended outcomes:	To improve English and maths skills to close the gap between pupils and their non PP peers	Success criteria:	Targeted children will make at least expected progress in reading, writing and maths. Children not on the SEND register will achieve at least ARE
Staff lead:	Anita Hensley		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Children will be supported through timetabled small group intervention to address gaps in reading, writing, spelling and grammar and maths. Children will have specific targets and evidence based programmes such as precision teaching, Family Fischer Trust, SOS spellings, Plus 1 and Power of 2 will be used. Progress made with interventions will be closely monitored and programmes will be adapted as required.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Identified children will be supported through timetabled small group intervention to address gaps in reading, writing, spelling and grammar and maths. Children will have specific targets and evidence based programmes such as precision teaching, SOS spellings, Plus 1 and Power of 2 will be used. Progress made with interventions will be closely monitored and programmes will be adapted as required.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Identified children will be supported through timetabled small group intervention to address gaps in reading, writing, spelling and grammar and maths. Children will have specific targets and evidence based programmes such as precision teaching, SOS spellings, Plus 1 and Power of 2 will be used. Progress made with interventions will be closely monitored and programmes will be adapted as required.</p> <p>School led tutoring will be supplemented by PP money.</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>The implementation was disjointed because of Lockdown and bubble closure so delivery was inconsistent. Not all PP children came into school, even when invited, or engaged with all remote learning despite being given laptops.</p>		<p>Annual review notes:</p> <p>Detailed class action plans were written in response to identified gaps in knowledge and understanding as well as those children working below ARE.</p> <p>Impact of interventions were measured every term by SLT</p> <p>SENDco monitored interventions and precision teaching which showed children were making progress on narrowing their gaps from pre covid</p> <p>Observations and feedback have ensured interventions are more effective and targeted.</p>		<p>Final review notes:</p> <p>End of year results show all children made progress and returned to their prior attainment groups (PAG)</p> <table border="1" data-bbox="1594 316 2107 687"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>Nat 22</th> <th>Sch</th> <th>Nat 22</th> <th>Sch</th> <th>Nat 22</th> <th>Sch</th> </tr> </thead> <tbody> <tr> <td>KS1 (4 chd)</td> <td>51</td> <td>50</td> <td>41</td> <td>50</td> <td>52</td> <td>75</td> </tr> <tr> <td>KS2 (14 chd)</td> <td>62</td> <td>57</td> <td>55</td> <td>21</td> <td>56</td> <td>57</td> </tr> </tbody> </table> <p>KS1 PP pupil results are in line or better than National</p> <p>KS2 PP pupil results are in line for maths but below in Reading and Writing</p> <p>KS2 include 3 SEND children and 2 EAL which significantly affect the writing results</p>			Reading		Writing		Maths		Nat 22	Sch	Nat 22	Sch	Nat 22	Sch	KS1 (4 chd)	51	50	41	50	52	75	KS2 (14 chd)	62	57	55	21	56	57
	Reading		Writing		Maths																												
	Nat 22	Sch	Nat 22	Sch	Nat 22	Sch																											
KS1 (4 chd)	51	50	41	50	52	75																											
KS2 (14 chd)	62	57	55	21	56	57																											
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input checked="" type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 																												
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£1,149.7</p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease or</p>	<p>Increase <input checked="" type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p>																											

			or remain the same?	Remain the same <input checked="" type="checkbox"/>	remain the same?	Remain the same <input type="checkbox"/>
			Year 2	£1,149.7	Year 3	£1175
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£1,149.7	Year 2	£1,149.7	Year 3	£1175
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input checked="" type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input checked="" type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	
	Total actual expenditure:	£3474.4				

Intervention:	HOPE project: Providing support for those pupils with social emotional and mental health needs		
Category:	Wider strategies		
Intended outcomes:	Children have increased self-esteem and resilience and are able to talk about their feelings. They are able to name and regulate their feelings (with support if required)	Success criteria:	Reduction in disruptive behaviour in class and playtime incidents. Children speak positively about playtime and peer relationships.
Staff lead:	Anita Hensley		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Targeted children will have a specific 1:1 programme through the HOPE project (Helping Our Pupil's Emotions) as well as daily check-ins (as required dependant on the individual). Some children will attend weekly small group sessions (ie anger management, anxiety, social skills). Some children may access all 3 if needed.</p> <p>HOPE sessions will be timetabled and there will be a designated lunchtime every week for children to access if they choose to.</p> <p>Targets will be set and children will also receive emotion coaching to enable them</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Targeted children will continue to have a specific 1:1 programme through the HOPE project as well as daily check-ins as required. Children can access the self-referral service and can use the Worry Dolls in every classroom.</p> <p>Targets will be set and children will also receive emotion coaching to enable them to name and understand the feelings they are experiencing. Regular feedback with home (as appropriate) as well as supporting the family will increase the impact of the intervention.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Targeted children will continue to have a specific 1:1 programme through the HOPE project as well as daily check-ins as required. Children can access the self-referral service and can use the Worry Dolls in every classroom.</p> <p>Targets will be set and children will also receive emotion coaching to enable them to name and understand the feelings they are experiencing. Regular feedback with home (as appropriate) as well as supporting the family will increase the impact of the intervention.</p>

	<p>to name and understand the feelings they are experiencing. Regular feedback with home (as appropriate) as well as supporting the family will increase the impact of the intervention.</p> <p>Regular training to upskill staff (including lunchtime supervisors) about mental health and strategies and intervention to support our pupils will lead to a supportive, whole school ethos where children are supported to talk about their feelings and all staff understand that behaviour is communication and try and get to the root of the issue. (Emotion coaching to be further developed in school)</p> <p>(St Leonard's to be recognised as a Staffordshire Trauma Informed and Attachment Aware school)</p>	<p>Regular training to upskill staff (including lunchtime supervisors) about mental health and strategies and intervention to support our pupils will lead to a supportive, whole school ethos where children are supported to talk about their feelings and all staff understand that behaviour is communication and try and get to the root of the issue.</p> <p>HOPE sessions will be timetabled. Lunchtime drop-in sessions will resume as soon as Covid allows.</p> <p>Healing Together training to be delivered to further support children who are victims of Domestic Abuse.</p> <p>Level 3 Emotion Coaching Champion training to take place and cascaded to staff.</p> <p>SMHL training to take place and action plan to be devised.</p>	<p>Regular training to upskill staff (including lunchtime supervisors) about mental health and strategies and intervention to support our pupils will lead to a supportive, whole school ethos where children are supported to talk about their feelings and all staff understand that behaviour is communication and try and get to the root of the issue.</p> <p>HOPE sessions will be timetabled. Lunchtime drop-in sessions will resume</p> <p>Healing Together training cascaded to further support children who are victims of Domestic Abuse.</p>
--	---	---	--

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Whilst in school, children have accessed support through HOPE sessions for a wide range of issues. Sessions were also delivered remotely whilst in lockdown and parents were encouraged to contact HOPE mentors or teaching staff with any concerns so support could be offered.</p> <p>Due to Covid restrictions the lunchtime sessions and group sessions had to cease.</p> <p>Whilst in school, KS2 children have been effectively self-referring to key attachment adult when they need support-this has had a positive impact on supporting the child promptly and minimising the potential impact dysregulation can have on the child, their education and others.</p> <p>All staff (including LTS) have received Emotion Coaching training and Restorative Practice training.</p> <p>All staff have accessed training on a range of topics through Creative Education.</p> <p>Achieved recognition and certification of being a Trauma Informed and Attachment Aware school.</p>	<p>Annual review notes:</p> <p>Due to lockdown and Covid restrictions in place, group sessions and lunchtime activities did not resume.</p> <p>HOPE sessions have continued to be delivered on a 1:1 basis with children working to a plan with agreed targets. Regular 2-way communication between home and school ensures sessions are effective and feedback has been very positive from children and parents. Outcome measures evidence progress and this translates to outside of the sessions.</p> <p>Appropriate children also being supported 1:1 through the Healing Together programme.</p> <p>All children have received Emotion Coaching and growth mindset lessons to develop their emotional literacy and understanding.</p> <p>School are involved in a Relational Schools steering group with the Virtual School and have been asked to mentor other schools in their restorative practice journey.</p>	<p>Final review notes:</p> <p>HOPE sessions have continued to be delivered on a 1:1 basis with children working to a plan with agreed targets. Regular 2-way communication between home and school ensures sessions are effective and feedback has been very positive from children and parents. Outcome measures evidence progress and this translates to outside of the sessions.</p> <p>Appropriate children also being supported 1:1 through the Healing Together programme.</p> <p>More children have needed to access this provision as SEMH issues have increased amongst children following Covid.</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input checked="" type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input checked="" type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Anticipated expenditure	Year 1	£6,335.6	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£14,690.85	Year 3	£15,878.95
	Total anticipated expenditure:	£				
Actual expenditure	Year 1	£6,335.6	Year 2	£14,690.85	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input checked="" 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:	£36,905.4				

Intervention:	Curriculum enrichment to help close Cultural Capital gaps		
Category:	Wider strategies		
Intended outcomes:	Children will attend a wide range of clubs, trips and activities to enrich their school curriculum and enhance life experiences resulting in increased confidence and self-esteem	Success criteria:	Attendance by PP will be consistent and pupil voice will be positive, parent and staff feedback will evidence increased confidence and self-esteem
Staff lead:	Anita Hensley		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>A wide range of activities, clubs and sporting competitions will be on offer at lunch time and after school. (LEGO club, art therapy, colour and chat, recorders, construction gardening, games, choir) Targeted children will also have the opportunity to learn to play the guitar with an after school provider.</p> <p>PPG will be used to pay for all trips and external visitors to school including the Y6 residential trip to close the cultural gap and ensure that all children can talk about the same life experiences they have shared upon return to school.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>A wide range of activities, clubs and sporting competitions will be on offer at lunch time and after school. (LEGO club, art therapy, colour and chat, recorders, construction gardening, games, choir).</p> <p>PPG will be used to pay for all trips and external visitors to school including the Y6 residential trip to close the cultural gap and ensure that all children can talk about the same life experiences they have shared upon return to school.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>A wide range of activities, clubs and sporting competitions will be on offer at lunch time and after school. (LEGO club, art therapy, colour and chat, recorders, construction gardening, games, choir).</p> <p>PPG will be used to pay for all trips and external visitors to school including the Y6 residential trip to close the cultural gap and ensure that all children can talk about the same life experiences they have shared upon return to school.</p> <p>Goblin car will be bought and children will build it along with volunteers from engineering company. Children will then race car at local event.</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Covid severely impacted on the implementation of this target. Therefore, it will become essential to develop next year.</p>		<p>Annual review notes:</p> <p>The year started well with all clubs running again including competitive sports and the year 6 residential. Sadly another lockdown followed by restrictions impacted on the rest of the year.</p> <p>Some therapies continued with appropriate social distancing in place but bubbles could not mix for the whole year.</p> <p>Covid has increased the cultural gap</p>		<p>Final review notes:</p> <p>PP was used to pay for Laches Wood trip so that all year 6 could go.</p> <p>PP children from yr5 and 6 worked with engineers to build, decorate and race Goblin car.</p> <p>Feedback from children and parents involved in Goblin car was very positive and this project will be continued.</p>	
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input checked="" type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input checked="" type="checkbox"/> 		<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input checked="" type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£1,170.75</p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase,</p>	<p>Increase <input checked="" type="checkbox"/></p>

			or remain the same?	Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>	decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£80	Year 3	£1000
	Total anticipated expenditure:	£1,890.75				
Actual expenditure	Year 1	£1,170.75	Year 2	£80	Year 3	£2006.05
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input checked="" 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 checked="" type="checkbox"/>
	Total actual expenditure:	£3256.8				