



# St. Leonard's Primary School

## 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).

### School overview

Detail	Data
School name	St Leonard's Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	27 pupils 12.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Karen Roberts
Pupil premium lead	Claire Callaghan
Governor / Trustee lead	Lesley Howell

### Funding overview

Detail	2022-23	2023-24	2024-25
Pupil premium funding allocation this academic year	£26,960	£32,680	
Recovery premium funding allocation this academic year	£3,850	£1,880	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0		
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30,810	£34,560	

## 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
Limited progress in writing	Lack of learning motivation and desire to succeed and achieve.
Closing the gaps with fundamental mathematical skills	Lack of focus and confidence due to poor mental health and wellbeing
Development of teaching strategies to suit all learners	Social interaction and difficulty with peers
A variety of special educational needs	Difficult independent learning behaviours
	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. Development of teaching and learning strategies and approaches to support learners in fundamental areas.
3. **Targeted academic support**
  1. Structured interventions: Introducing targeted English teaching for pupils who are below age-related expectations
  2. Structured interventions: Introducing targeted 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
3. Commando Joe – building character, self-worth, self-motivation and resilience.

## **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 2022-2023					
Total number of pupils	26	PPG received per pupil	£1,385	Indicative PPG as advised in School Budget Statement	FY 2022/23 - £26,960 gives £15,727 for Sept 2022-March 2023  FY 2023/24 - £32,680 gives £13,617 for April 2023-August 2023
		Number of pupils eligible for PPG	26	Actual PPG budget	Total for AY 2022/23 = £29,344
Funding estimate: Year 2 2023-2024					
Estimated pupil numbers			28		
Estimated number of pupils eligible for PPG			28		
Estimated funding			£32,680 gives £13,617 for April 2023-August 2023		
Actual number of pupils					
Actual PPG received					
Funding estimate: Year 3 2024-2025					
Estimated pupil numbers			30		
Estimated number of pupils eligible for PPG					
Estimated funding					
Actual number of pupils					
Actual PPG received					

## Intervention planning in full

Intervention:	<b>Structured interventions: Introducing targeted Maths teaching for pupils who are below age-related expectations</b>		
Category:	<b>Targeted academic support</b>		
Intended outcomes:	To improve Maths skills to close the gap between pupils and their non PP peers	Success criteria:	Targeted children will make at least expected progress in maths. Children not on the SEND register will achieve at least ARE
Staff lead:	<b>Anita Hensley</b>	<b>Claire Callaghan</b>	
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 maths. Children will have specific targets and evidence based programmes such as Plus 1 and Power of 2 will be used. Children will be supported to develop basic maths skills through precision teaching and scaffolding and additional input to address gaps.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Children will continue to be supported through timetabled small group intervention to address gaps in maths. Children will have specific targets and evidence based programmes such as Plus 1 and Power of 2 will be used. Children will be supported to develop basic maths skills through precision teaching and scaffolding and additional input to address gaps.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

Light-touch review notes

Annual review notes:

End of year Dis data

**Summer**

- Focus year groups Y1 and Y4
- Year 3 -8 from PAG but in line with Baseline
- Positive gains from Baseline in Y1 +50, Y2 +100, Y4 +10, Y5 +34, Y6 +17

KS2 – 56%					
July 23					
WT	AT	GD	AT+	GAP (PAG)	GAP (Base)
50	50	0	50	0	+50
0	0	100	100	0	+100
33	33	33	67	-8	0
50	50	0	50	+50	+10
33	50	17	67	+34	+34
0	100	0	100	+20	+17

Detailed class action plans were written in response to identified gaps in knowledge and understanding as well as those children working below ARE.

Impact of interventions were measured every term by SLT.

Observations and feedback have ensured interventions are continually monitored and have become more effective and targeted.

Annual review notes:

Final review notes:

<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <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 checked="" type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input checked="" 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>		<p>The intervention is performing:</p> <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>	
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£0  TA time - £21.16 per hour  30 hours per week = £635 x 39 weeks = £24,757  Purchase resources - £ per book</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input checked="" type="checkbox"/>  Decrease <input type="checkbox"/>  Remain the same <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input type="checkbox"/>  Decrease <input type="checkbox"/>  Remain the same <input type="checkbox"/></p>
	<p>Total anticipated expenditure:</p>	<p>£24,757</p>				
<p>Actual expenditure</p>	<p>Year 1</p>	<p>£0  TA time - £21.16 per hour  30 hours per week = £635 x 39 weeks = £24,757  Purchase resources - Cost of Plus 1 and Power of 2 books</p>	<p>Year 2</p> <p>Did expenditure increase, decrease or remain the same?</p>	<p>£0</p> <p>Increased <input type="checkbox"/>  Decreased <input type="checkbox"/>  Remained the same <input type="checkbox"/></p>	<p>Year 3</p> <p>Did expenditure increase, decrease or remain the same?</p>	<p>£0</p> <p>Increased <input type="checkbox"/>  Decreased <input type="checkbox"/>  Remained the same <input type="checkbox"/></p>



		in total - £120 (3 of each)				
	Total actual expenditure:	£24,877				

Intervention:	<b>Structured interventions: Introducing targeted English teaching for pupils who are below age-related expectations</b>		
Category:	<b>Targeted academic support</b>		
Intended outcomes:	To improve English skills to close the gap between pupils and their non PP peers	<b>Success criteria:</b>	Targeted children will make at least expected progress in reading and writing. Children not on the SEND register will achieve at least ARE
Staff lead:	<b>Anita Hensley 2022</b> <b>Claire Callaghan 2023</b>		
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. Children will have specific targets and evidence based programmes such as precision teaching, Family Fischer Trust, AR reading, Cued spellings, bubble writing and SOS spellings.</p> <p>Targeted children will receive pre-teaching and additional scaffolding to support with learning. The Read Write Inc programme will be used to support children working towards as an additional strategy. EP Approach was implemented in Year 4</p> <p>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>Children will continue to be supported through timetabled small group intervention to address gaps in reading, writing, spelling and grammar. Children will have specific targets and evidence based programmes such as precision teaching, Family Fischer Trust, AR reading, Cued spellings, bubble writing and SOS spellings.</p> <p>Targeted children will receive pre-teaching and additional scaffolding to support with learning. The Read Write Inc programme will be used to support children working towards as an additional strategy.</p> <p>EP Approach will be rolled out in school.</p> <p>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>

Light-touch review notes

Annual review notes:

**Summer**

- Disadvantaged writing a focus in Y1, 3,4,5
- Focus year 1 -50 from PAG and Baseline (2 children)
- Focus Year 3 -16 from PAG and -33 from Baseline – Year 4 – 20 from PAG but in line with Baseline

▪ Positive gains in Y5 +17 (PAG) and +25 (Base) and Y6 +42 from Baseline and +25 from PAG

KS2 – 55%					
July 23					
WT	AT	GD	AT+	GAP (PAG)	GAP (Base)
100	0	0	0	-50	-50
0	0	100	100	0	0
66	17	17	34	-16	-33
100	0	0	0	-20	0
50	50	0	50	+17	+25
25	75	0	75	+25	+42

Detailed class action plans were written in response to identified gaps in knowledge and understanding as well as those children working below ARE.

Impact of interventions were measured every term by SLT.

Observations and feedback have ensured interventions are continually monitored and have become more effective and targeted.

Annual review notes:

Final review notes:

<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <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 checked="" type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		<p>The intervention is performing:</p> <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>		<p>The intervention is performing:</p> <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>	
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£ TA time £21.16 per hour  30 hours per week = £635 x 39 weeks = £24,757</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/></p>
	<p>Total anticipated expenditure:</p>	<p>£24,757</p>				
<p>Actual expenditure</p>	<p>Year 1</p>	<p>£  30 hours per week = £635 x 39 weeks = £24,757</p>	<p>Year 2</p>	<p>£</p>	<p>Year 3</p>	
	<p>Total actual expenditure:</p>	<p>£24,757</p>				

Intervention:	<b>HOPE project: Providing support for those pupils with social emotional and mental health needs</b>		
Category:	<b>Wider strategies</b>		
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)	<b>Success criteria:</b>	Reduction in disruptive behaviour in class and playtime incidents. Children speak positively about playtime and peer relationships.
Staff lead:	<b>Anita Hensley</b> <span style="float: right;"><b>Claire Callaghan 2023 onwards</b></span>		
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 (i.e. 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 receive emotion coaching to enable them to name and understand the feelings they are</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>To continue with the same high level of support for targeted children through 1:1 HOPE project (Helping Our Pupil's Emotions) sessions as well as daily check-ins (as required dependant on the individual). Some children will attend weekly small group sessions (i.e. 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>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

	<p>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.</p> <p>Support for parents will be offered through mental health and wellbeing coffee afternoons with focus topics such as "Supporting your child with anger, "Raising your child's self-esteem" as well as offering parents support with emotion coaching mentoring and strategies to support their child at home.</p>	<p>Targets will be set and children will 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>Regular training and mentoring will continue 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>Coffee afternoons will continue to be developed to meet the current needs of issues identified by parents (through parent voice) and delivered in school.</p>	
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>HOPE sessions have been 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>Mental health and wellbeing coffee afternoons have been well received and attended. Feedback has been very positive-topics delivered have included Anger, self-esteem and friendship. Parents have been provided with resources and strategies that they have been able to implement at home therefore impacting positively on the child's wellbeing. These were delivered by school staff and supported by visitors from the MHST (Mental Health Support Team), Action for Children and a CAMHS therapist which enabled parents to receive a wealth of experience and support.</p> <p>Children in particular year groups have had key difficulties including friendship issues so group sessions were delivered and whole class support was delivered additionally through the MHST (Mental Health Support Team)</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
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<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <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 checked="" type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		<p>The intervention is performing:</p> <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>		<p>The intervention is performing:</p> <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>	
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>TA time – £21.16 per hour</p> <p>3 hours per week = £63.48 x 39 weeks £2,475</p> <p>HLTA cost - £30.12 per hour</p> <p>9 hours per week =£271 x 39 weeks = £10, 572</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input type="checkbox"/></p>
	<p>Total anticipated expenditure:</p>	<p>£13,047</p>				
<p>Actual expenditure</p>	<p>Year 1</p>	<p>£</p> <p>TA time – £21.16 per hour</p> <p>3 hours per week = £63.48 x 39 weeks £2,475</p> <p>HLTA cost - £30.12 per hour</p>	<p>Year 2</p>	<p>£</p>	<p>Year 3</p>	<p>£</p>
	<p>Year 1</p>	<p>Did expenditure increase, decrease or remain the same?</p>	<p>Increased <input checked="" type="checkbox"/></p> <p>Decreased <input type="checkbox"/></p> <p>Remained the same <input type="checkbox"/></p>	<p>Did expenditure increase, decrease or remain the same?</p>	<p>Increased <input type="checkbox"/></p> <p>Decreased <input type="checkbox"/></p> <p>Remained the same <input type="checkbox"/></p>	<p>Increased <input type="checkbox"/></p> <p>Decreased <input type="checkbox"/></p> <p>Remained the same <input type="checkbox"/></p>



		9 hours per week =£271 x 39 weeks = £10, 572				
	Total actual expenditure:	Training costs - for subscription/training/ Resources -  £450 subscription				
		£13,497				

Intervention:	Curriculum enrichment to help close Cultural Capital gaps		
Category:	<b>Wider strategies</b>		
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.	<b>Success criteria:</b>	Attendance by PP is consistent and pupil voice is positive. Parent and staff feedback evidences increased confidence and self-esteem.
Staff lead:	<b>Anita Hensley</b> <span style="float: right;"><b>Claire Callaghan 2023 onwards</b></span>		
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, calm club, colour and chat, 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 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, calm club, colour and chat, 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>Light-touch review notes</p>	<p>Annual review notes:</p> <p>PP children have engaged in a range of lunchtime and after school clubs, as well as competitive sports events.</p> <p>Children have participated in trips to RAF Cosford, Stone Age Workshops, enjoyed a visit from Mr Egypt to bring curriculum topics to life and a visit from the Animal Man to see and handle a wide range of animals and creatures. They also took part in Coronation Dance workshops and developed life skills through First Aid workshops.</p> <p>Children also attended an enrichment activity at Clip n Climb and an aspirational STEM day.</p> <p>PP children in Y6 took part in the Laches Wood residential trip.</p> <p>These activities have enabled our PP children to take part in a range of activities to provide hands on life experiences, develop sports skills and demonstrate their talents (we have one particularly gifted and talented cricketer) attend aspirational events to try and close the cultural gap.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input checked="" type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <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>	<p>The intervention is performing:</p> <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	<p>£ TA costs – adult cover visits TA time – £21.16 per hour</p> <p>Trips, visitors, clubs - SLE 1 PP paid Leo's Den 1 session per week at £8 for whole year = £312</p> <p>Standon Bowers - £180 x 5 pupils = £900</p>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£1212				
Actual expenditure	Year 1	<p>TA costs – adult cover visits TA time – £21.16 per hour</p> <p>Trips, visitors, clubs - SLE 1 PP paid Leo's Den 1 session per week at £8 for whole year = £312</p> <p>Standon Bowers - £180 x 5 pupils = £900</p>	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:	£ 1212
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Intervention:	Commando Joe's bespoke enrichment programme		
Category:	<b>Wider strategies</b>		
Intended outcomes:	Children will participate in a wide range of activities and experiences that will instil a motivation to learn, develop resilience and confidence	Success criteria:	Children are more engaged in their learning and this is evidenced in progress. Children speak positively about their experiences and are more engaged in school life and activities.
Staff lead:	<b>Anita Hensley</b> <b>Claire Callaghan 2023 onwards</b>		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>An external provider will deliver a bespoke programme to targeted KS2 children with a focus on developing resilience, confidence and motivation. Barriers to learning and engagement in school activities will be challenged through a wide range of activities in and out of the classroom. This intervention will commence with meetings with the provider and staff to ensure that the aim and the delivery of the programme is understood.</p> <p>The programme will focus on self-motivation, self-confidence, resilience and</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>An external provider will deliver a bespoke programme to targeted KS2 children with a focus on developing resilience, confidence and motivation. Barriers to learning and engagement in school activities will be challenged through a wide range of activities in and out of the classroom. This intervention will commence with meetings with the provider and staff to ensure that the aim and the delivery of the programme is understood.</p> <p>The programme will focus on self-motivation, self-confidence, resilience and</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

	<p>building character through a range of approaches both physical and emotional.</p>	<p>building character through a range of approaches both physical and emotional.</p>	
<p>Light-touch review notes</p>	<p>Annual review notes: Unfortunately, this has not been able to take place this academic year-however, key children have been identified and dates have been agreed with the provider for a September start.</p>	<p>Annual review notes:</p>	<p>Final review notes:</p>

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		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 checked="" type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		<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>		<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	£ Did not happen so no cost	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 type="checkbox"/>
			Year 2	£12,000	Year 3	£
	Total anticipated expenditure:	£10,000				
Actual expenditure	Year 1	£0 no cost	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:	£0				