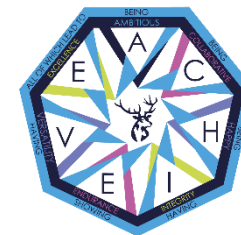


Pupil Premium Strategy 2020 - 2023

Furze Platt Senior School



Our philosophy

We believe every child should have the access to ACHIEVE in their educational journey, whatever the goal may be from University to College or Apprenticeships. Therefore, the key for us in maximising the use of the pupil premium grant to support our learning environment is utilising a long-term strategy. This enables us to focus on quality teaching for all whilst implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed (within the rest of this document, this will be referred to as 'areas of focus'.) 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 quality teaching first throughout the school
- Closing the attainment gap between pupil premium students and non-pupil premium students.
- 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 students who need it most

Metric	Data
Students on role	1408
Proportion of disadvantaged pupils	210
Pupil premium allocation this academic year	£280,500
Academic year or years covered by statement	2020 - 2023
Publish date	October 2020
Review date	June / July 2021
Statement authorised by	Dr Morrison
Pupil Premium Champion	Emily Satterthwaite
Governor lead	Sue Le Page

[Disadvantaged pupil performance overview for last academic year](#)

Progress 8	0.16
Ebacc entry	58.3%
Attainment 8	4.57
% Grade 5+ in English and Maths	41.7%

Areas of focus for future attainment

Academic areas of focus for attainment	Non-academic areas of focus for to attainment
Lower than national average literacy and numeracy levels	Increase of persistent absenteeism
Lower acquisition of vocabulary affecting language and communication skills	Distressing behaviour that can result in internal or external exclusions
Lack of reviewing targeted support	Lack of focus and confidence due to poor mental health and wellbeing
Outstanding teaching present in every classroom	For some, parental engagement
Lack of school readiness	Arriving not ready to learn

Our implementation process

We believe that targeted supported will ensure an effective implementation of time and energy and reduce the likelihood of initiative fatigue. We are also in the process of cultivating a culture of evidence-based interventions and learning from our experiences, which is why we are using 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
- Aim and 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. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. Research can suggest initiative fatigue if too many are allocated to support and so this focussed approach will help to ensure the best chance of success for each intervention.

Quality of teaching

1. Effective implementation of the relationship policy
2. CPD Training – Towards better understanding programme: a mixture of INSET training as well as encouraging self-led professional development.
3. Professional development: 100 hours of directed time allocated for such training (roughly 3 hours for each week of the school calendar). Opportunities for coaching is available, as well as further training support through the initial teacher training and newly qualified teacher programmes.

Targeted academic support

1. AIMS: Members of SLT, middle leaders and learning mentors to meet weekly for holistic investigation of barriers affecting progress, offering appropriate intervention for rapid improvement. The impact being reviewed on a termly basis.
2. Raising Achievement: Targeted intervention to support identified areas of focus for small groups of students. Potentially, catching up on missed work, pre-teaching and consolidation of learning. Maths will continue to use a learning mentor to support with targeted Maths intervention for students below expected age grade.
3. Vocabulary acquisition team: Introducing vocabulary and reading interventions to develop oral language and communication skills.

Wider strategies

1. Parental engagement: Empowering parents with the knowledge of school systems so they can support students in their learning journey through parent support advisor and a programme to support parents regularly available.
2. Supporting the well-being of students: counselling provided via individual or small group targeted sessions on a six-week basis and continued encouragement in extra-curricular school life
3. Attendance: Use our Attendance officer focusing on Pupil Premium and persistent absenteeism to address current issues, fostering relationships with students and parents (where needed). As well as, analysing data of intervention incentives.

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

Our review process

FPSS are in support of a three-year strategy as annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective on addressing long term areas of focus. 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 identified in the AIMS process or in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with Heads of department and subsequently subject teachers through allocated line management and department meetings.

Once the three-year term has been completed, the Pupil Premium Champion will develop a new three-year strategy 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 holding the Pupil Premium Student and the Deputy Headteacher in 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.

Therefore, our strategy is available here for all to access.

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	1408	PPG received per pupil	£935	Actual PPG budget	£ £175,425
		Number of pupils eligible for PPG	210		
Funding estimate: Year 2					
Estimated pupil numbers	1467				
Estimated number of pupils eligible for PPG	245				
Estimated funding	£183,389 (current funding X estimated increase – 4.5%)				
Funding estimate: Year 3					
Estimated pupil numbers	1515				
Estimated number of pupils eligible for PPG	280				
Estimated funding	£190,835				

Intervention planning in full

Intervention:	Effective implementation of the relationship policy		
Category:	Quality of teaching		
Evidence & Rationale	Research from Marc Rowlands tutorials on 'Maximising the impact of PP' stresses the necessity of relationships, '1000 little interactions day in and day out routed in relationships'. Whilst in 'Boys Don't Try? Rethinking Masculinity' by Matt Pinkett and Mark Roberts focus on de-personalising responses to behaviour in the classroom in order to cultivate positive climates in the classroom. The relationship policy strives to focus more on restorative practice to aid learning environments throughout school life.		
Intended outcomes:	Improve the learning environment throughout the school, focusing on restorative practice to support relationships within our school community.	Success criteria:	Higher level of understanding catered for within learning and reduction of higher tier packages for Pupil premium students.
Staff lead:	Teaching and Learning Assistant Headteacher, Pastoral Assistant Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Training in introduction of Relationship Policy will be administered. Focus on language around school will be taken throughout learning walks in the start of term. HODs to ensure this is maintained throughout their departments with the support of their link member of the Senior Leadership team.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p>		<p>Annual review notes:</p>		<p>Final review notes:</p>	
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input 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 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 type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
	<p>Year 1</p>	<p>Not applicable</p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>

Anticipated expenditure			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	Not applicable				
Actual expenditure			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:	£				

Intervention:	CPD Training – Towards better understanding programme: a mixture of INSET training as well as encouraging self-led professional development.		
Category:	Quality of teaching		
Evidence & Rationale	Equipping staff members with time to focus on 'labels' within our education system and how best to foster our Relationships policy and apply within the context of each department. This will focus on relationships- trauma, ACEs and supporting students in Term 1. Term 2 will focus on Marc Rowlands Learning without Labels in particular supporting SEND students and Term 3 will focus on Pupil Premium and current think pieces.		
Intended outcomes:	Learning walks and lesson observations identifies lessons that are scaffolded to meet the needs of all students in the classroom.	Success criteria:	Good to outstanding skills in differentiating is identified in lessons by Year 3
Staff lead:	Teaching and Learning Assistant Headteacher		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: CPD training programme to be delivered with the support of middle leaders and outside agencies. Focus and regular learning walks and book scrutiny's will take place to ensure implementation is occurring in the classroom. This will also be a regular feature within HODs meetings with their link Senior Leadership member and within HOD meetings. Monitoring of CPD training will be uploaded on Blue sky for all.	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

<p>Light-touch review notes</p>	<p>Annual review notes:</p>		<p>Annual review notes:</p>		<p>Final review notes:</p>	
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input 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 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 type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
	<p>Year 1</p>	<p>£11,445</p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>

Anticipated expenditure			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£11,445				
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:	£				

Intervention:	Professional development: 100 hours of directed time allocated for such training (roughly 3 hours for each week of the school calendar). Opportunities for coaching is available, as well as further training support through the initial teacher training and newly qualified teacher programmes.		
Category:	Quality of teaching		
Evidence & Rationale	As educators we aim to lead by example, cultivating a learning for life. An individualised process allows each teacher to focus on emerging needs to their context and stage within their career.		
Intended outcomes:	Improve the quality of teaching and have a good to outstanding teacher in every classroom by the end of Year 3.	Success criteria:	Consistency of good to outstanding teaching
Staff lead:	Teaching and Learning Assistant Headteacher		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: Blue Sky will be used to monitor the productivity of individualised CPD, this will be discussed within Performance Management meetings and reviewed as part of this programme. For any who wish for it, there is a small team of teachers who have been coached to deliver coaching sessions to develop the application of training. Specific sessions will be provided to Early career teachers, more specifically ITT and NQTs.	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

<p>Light-touch review notes</p>	<p>Annual review notes:</p>		<p>Annual review notes:</p>		<p>Final review notes:</p>	
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input 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 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 type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
	<p>Year 1</p>	<p>Not applicable</p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>

Anticipated expenditure			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	Not applicable				
Actual expenditure			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:	£				

Intervention:	AIMS: Members of SLT, middle leaders and learning mentors to meet weekly for holistic investigation of barriers affecting progress, offering appropriate intervention for rapid improvement. The impact being reviewed on a termly basis.		
Category:	Targeted academic support		
Evidence & Rationale	Research from Marc Rowlands would suggest that removal of students from subjects has a negative impact on allowing students to access all elements of a broad curriculum, and so not supporting opportunities to develop cultural capital. Therefore, a focus on reviewing the impact of intervention on a termly basis and identifying how long intervention is in place for an individual will help to focus students attention within the support that is on offer to them.		
Intended outcomes:	Improve outcomes for PP students and ensure access to a broad curriculum	Success criteria:	PP FPSS students achieve better than national average PP students at all Key Stages
Staff lead:	Raising Standards Assistant Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>To refine and improve the use of AIMS meetings to identify students in need of academic intervention from learning mentors in our Raising Achievement Team or individual subject specific support in a tailored 'catch-up' support from the school closure. A new focus will be on identifying how long the initial intervention is in place for and then reviewing on a termly basis the impact.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p>		<p>Annual review notes:</p>		<p>Final review notes:</p>	
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input 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 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 type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
	<p>Year 1</p>	<p>£1000</p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>

Anticipated expenditure			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£1000				
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:	£				

Intervention:	Raising Achievement: Targeted intervention to support identified areas of focus for small groups of students. Potentially, catching up on missed work, pre-teaching and consolidation of learning. Maths will continue to use a learning mentor to support with targeted Maths intervention for students below expected age grade.		
Category:	Targeted academic support		
Evidence & Rationale	Research from EEF has proven that small group tuition and personalised approach of individuals needs by an educator provides 'greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs [which] explains this impact.'		
Intended outcomes:	Improve outcomes for PP students	Success criteria:	PP FPSS students achieving above National Average PP students
Staff lead:	Raising standards Assistant Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Raising Achievement lessons will occur in non-examined subject hours or in exceptional circumstances include a withdrawal of a subject. However, in light of ensuring PP students have access to a broad curriculum, this will be reviewed on a termly basis with the aim of students returning to the classroom when ready.</p> <p>Maths will continue to have an allocated member of staff to support opportunities for more tailored support to support</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

	students on the cusp of higher grades, particularly 3 to 4 and 4 to 5.		
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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>	
<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 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 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 type="checkbox"/> 	
	<p>Year 1</p>	<p>£73,000</p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>

Anticipated expenditure			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£73,000				
Actual expenditure			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:	£				

Intervention:	Vocabulary acquisition team: Introducing vocabulary and reading interventions to develop oral language and communication skills.		
Category:	Targeted academic support		
Evidence & Rationale	Within Alex Quigley's Closing the vocabulary gap, it is identified that <i>'We can help bridge the vocabulary gap with rich, academic talk' and should be at the heart of our quest to narrow the gap between PP and Non-PP students.</i>		
Intended outcomes:	Evidence of teaching of vocabulary is explicit within classroom practice	Success criteria:	By Year 3 consistent use of explicit teaching of vocabulary and a development in oral and written communication from PP students
Staff lead:	Vocabulary Acquisition Coordinator		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>This will include a two pronged approach. In Year 9, English (at first) there will be a vocabulary acquisition programme trialed, then two further departments before rolling it across all subjects.</p> <p>Whilst a structured reading programme 'reading for pleasure' will be rolled out into KS3 Reading lessons.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p>		<p>Annual review notes:</p>		<p>Final review notes:</p>	
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input 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 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 type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
	<p>Year 1</p>	<p>£2,420</p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>

Anticipated expenditure			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£2,420				
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:	£				

Intervention:	Parental engagement: Empowering parents with the knowledge of school systems so they can support students in their learning journey through the appointment of a parent support advisor and a new programme developed to support parents is to be regularly available.		
Category:	Wider strategies		
Evidence & Rationale	Research suggests that parental engagement is closely linked to students' academic success through feedback, advice and creating the climate. However, it is a challenging job and sometimes support is needed, especially in empowering parents to support their son or daughter through Secondary education.		
Intended outcomes:	All parents engaging in school life, including the use of Go4Schools to track positive and negative behaviour points	Success criteria:	All parents are empowered to be a key stakeholder in their son or daughters education
Staff lead:	Pastoral Assistant Headteacher		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>A packaged programme is offered to parents of students in receipt of pupil premium funding to initiate them with key platforms regularly used by the school. In some cases, there will be support offered to empower parents with basic functional learning skills so they understand how they can support their son or daughter.</p> <p>Parent support worker will be appointed some families in need of some further support.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p>		<p>Annual review notes:</p>		<p>Final review notes:</p>	
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input 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 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 type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
	<p>Year 1</p>	<p>£15,500</p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>

Anticipated expenditure			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£ 15,500				
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:	£				

Intervention:	Supporting the well-being of students: counselling provided via individual or small group targeted sessions on a six-week basis and continued encouragement in extra-curricular school life		
Category:	Wider strategies		
Evidence & Rationale	With a governmental focus on poor mental health reported constantly and recognition of excruciatingly long waiting lists in our NHS. FPSS wanted to provide a system that could provide support to a range of students if and when needed.		
Intended outcomes:	Increase in PP students engaging in extra-curricular school life so that staff members are able to identify in the early stages, issues around well-being and target support as soon as possible.	Success criteria:	Reduction in reports on My concern of students suffering with low mood etc. and noticeable increase in students participating in the wider school life.
Staff lead:	Pastoral Assistant Headteacher and Extra-curricular Co-ordinator		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>When extra-curricular activities are up and running, our co-ordinator will track participation of different groups to support PP champion in encouraging engagement in activities.</p> <p>Moods and feelings questionnaires will be provided to students displaying low moods to identify the tier of support required to support their well-being at school.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p>		<p>Annual review notes:</p>		<p>Final review notes:</p>	
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input 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 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 type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
	<p>Year 1</p>	<p>£43,961</p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>

Anticipated expenditure			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£43,961				
Actual expenditure			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:	£				

Intervention:	Attendance: Use our Attendance officer focusing on Pupil Premium and persistent absenteeism to address current issues, fostering relationships with students and parents (where needed). As well as, analysing data of intervention incentives.		
Category:	Wider strategies		
Evidence & Rationale	Students need to be in school to be able to access the curriculum. In ‘Supporting the attainment of disadvantaged pupils; Articulating success and good practice’ the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues.		
Intended outcomes:	Decrease in PP persistent absenteeism	Success criteria:	By Year 3 PP attendance is in line with non PP students and good
Staff lead:	Attendance Officers and Pupil Premium Champion		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>For some of our students, our second attendance officer develops some half hour slots to meet with students and discuss attendance.</p> <p>To continue to increase the use of all data (ability banding, SEND etc.) when tracking data.</p> <p>To initiate a Hot Chocolate Friday initiative whereby each term identified students at risk of or within persistent absenteeism will have a hot chocolate during form time on a Friday with a specially selected HLTA, if they have been in school for the whole of that week.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p>		<p>Annual review notes:</p>		<p>Final review notes:</p>	
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input 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 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 type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
	<p>Year 1</p>	<p>£20,500</p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>

Anticipated expenditure			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£20,500				
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:	£				