



Pupil Premium is funding allocated to schools by the government to help close the attainment gap between children from low-income and other disadvantaged families and their peers. Funding is allocated based on the number of children receiving Free School Meals (FSM), children with parents in the armed forces and pupils in care (LAC). These categories now include any child that has been registered as FSM in the past six years (known as 'Ever 6' FSM) and any child that has been registered as a Service Child in the past four years (known as 'Ever 4' Service Child). It is for schools to decide how the Pupil Premium is spent, as they are best placed to assess what additional provision should be made for the individual pupils at their school.

At Corpus Christi Catholic Primary School, Pupil Premium money is used to ensure all FSM children and LAC children are supported in making at least good academic progress.

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	Poor attendance
Poor language and communication skills	Poor behaviour
'Outstanding' teaching not present in every classroom	Lack of parental engagement
Lack of targeted support	Arriving at school hungry and not ready to learn
Lack of school readiness	Lack of focus and confidence due to poor mental health and wellbeing

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
- 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 funding

Funding summary: Year 1					
Total number of pupils	168	PPG received per pupil	£1,345	Indicative PPG as advised in School Budget Statement	£20,175
		Number of pupils eligible for PPG	15	Actual PPG budget	£22,515
Funding estimate: Year 2					
Estimated pupil numbers	180				
Estimated number of pupils eligible for PPG	12				
Estimated funding	£16,130				
Funding estimate: Year 3					
Estimated pupil numbers	180				
Estimated number of pupils eligible for PPG	10				
Estimated funding	£13,450				

Intervention planning in full

Intervention:	Raise attendance of Pupil Premium children		
Intended outcomes:	The attendance of Pupil Premium children improves	Success criteria:	Pupil Premium % attendance improves, in line with National expectation of 96% or above.
Staff lead:	S. Birchall, H. Jones		
Implementation	Year 1	Year 2	Year 3
	<p>The school will be involved with families whose attendance falls below 96%.</p> <p>The office and pastoral staff will be asked to work with children who are consistently falling below 90%.</p> <p>Awards are given to children who have 'good' attendance.</p> <p>Where travel is an issue for families, they will be offered support and ways to help.</p> <p>One hour of office administration time dedicated to attendance.</p> <p>Ensure the curriculum is enticing to children, with a variety of experiences and themes.</p> <p>Corpus Christi has a number of Pupil Premium children who take holidays in term time due to cost. They are to receive</p>	<p>Continue to use office administration time to monitor attendance.</p> <p>Head teacher/SLT parents meetings with those with below expected attendance to discuss issues and what support can be offered to PPG families.</p> <p>Continue to ensure the curriculum is enticing to children, with a variety of experiences and themes.</p>	<p>Continue to monitor attendance and address issues and offer support.</p> <p>Continue to address ways to make school more enticing to all children, including a wide, varied and exciting curriculum, building up ways to ensure children want to attend school.</p>

	targeted support to ensure their attendance improves.					
Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	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 type="checkbox"/> • Far below expectations <input type="checkbox"/> 		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 type="checkbox"/> • Far below expectations <input type="checkbox"/> 		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 type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£281.96	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"/>	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	£281.96	Year 3	£300.00
	Total anticipated expenditure:	£863.92				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>

	Total actual expenditure:	£
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Intervention:	Dealing with emotional trauma and loss		
Intended outcomes:	Staff trained in strategies to support children with emotional trauma.	Success criteria:	All staff members receive training in helping children with support for dealing with emotional trauma and loss.
Staff lead:	A. Mowatt, S. Birchall		
Implementation	Year 1	Year 2	Year 3
	<p>All staff members will receive training in helping children deal with loss, through a programme championed by the Archdiocese of Liverpool – Rainbows.</p> <p>A number of PPG children struggle in school because of Emotional Trauma and having to deal with loss, divorce or illness at home.</p> <p>This training will enable to staff to help support these children.</p> <p>Monitoring of children with EBD to ensure they feel safe and cared for and know they have someone to talk to.</p>	<p>Review the need in school.</p> <p>Update training were necessary.</p> <p>Attach members of staff to children with long term need to ensure consistency and appropriate content.</p>	<p>Continue to review the need in school.</p> <p>Continue to update training were necessary.</p> <p>Attach members of staff to children with long term need to ensure consistency and appropriate content.</p>

Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	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 type="checkbox"/> • Far below expectations <input type="checkbox"/> 		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 type="checkbox"/> • Far below expectations <input type="checkbox"/> 		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 type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£600	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input checked="" 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"/>
	Total anticipated expenditure:	£600				
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:	Monitoring of PPG children with SEND, EBD or Safeguarding with PPG with a need		
Intended outcomes:	Implementation of CPOMs	Success criteria:	CPOMs implementation to aid SLT with tracking needs.
Staff lead:	S. Birchall, A. Mowatt		
Implementation	Year 1	Year 2	Year 3
	<p>Implementation of CPOMs to aid SLT, SENDCo and Safeguarding team, helping with the management and recording of child protection, behavioural issues, bullying, special educational needs and domestic issues.</p> <p>A number of PPG children struggle in school, because of emotional trauma, dealing with loss, divorce or illness at home. This system will enable all staff to help support these children more efficiently.</p>	<p>Evaluate the use of CPOMs across school. Link in SEND information.</p> <p>Provide training across all staff to ensure full, up to date information shared following child protection and GDPR guidelines.</p>	<p>Continue to evaluate the use of CPOMs across school. Link in SEND information.</p> <p>Review training across all staff to ensure full, up to date information shared following child protection and GDPR guidelines.</p>
Light-touch review notes	Annual review notes:	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"> • 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>Anticipated expenditure</p>	<p>Year 1</p>	<p>£645</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 checked="" 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 checked="" type="checkbox"/></p>
			<p>Year 2</p>	<p>£</p>	<p>Year 3</p>	<p>£</p>
	<p>Total anticipated expenditure:</p>	<p>£1935</p>				
<p>Actual expenditure</p>	<p>Year 1</p>	<p>£</p>	<p>Year 2</p>	<p>£</p>	<p>Year 3</p>	<p>£</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>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>Total actual expenditure:</p>	<p>£</p>				

Intervention:	Engagement with other services to support PPG children and their attainment		
Intended outcomes:	Appropriate support in place for PPG children with further needs.	Success criteria:	Services engaged to support educational development and achievement of children
Staff lead:	S. Birchall		
Implementation	Year 1	Year 2	Year 3
	<p>Engagement of Learning Support Services and the Educational Psychologist.</p> <p>PPG children with additional needs will have appropriate support in place, removing barriers to learning to impact progress.</p> <p>A number of children have fallen behind ARE because of a need, for which we need to seek advice and support for both home and school to help children progress at an accelerated rate and overcome any barriers.</p> <p>Engage with services from within the LA. Children discussed at termly planning meetings with other professionals.</p>	<p>Continue to review the needs across the school, particularly within the PPG group.</p> <p>Review with Learning Support Services.</p> <p>Assess any children who have developing areas for concern.</p>	<p>Continue to review the needs across the school, particularly within the PPG group.</p> <p>Review with Learning Support Services.</p> <p>Assess any children who have developing areas for concern.</p>

Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	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 type="checkbox"/> • Far below expectations <input type="checkbox"/> 		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 type="checkbox"/> • Far below expectations <input type="checkbox"/> 		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 type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	LSS: 5 day visits x £90 EP: £428 £878	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"/>	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"/>
	Total anticipated expenditure:	£2634				
	Year 1	£	Year 2	£	Year 3	£
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:	To provide opportunities for PPG children to access technology and digital learning where they cannot at home.		
Intended outcomes:	Upgrade ICT facilities to provide resources to support PPG children.	Success criteria:	ICT facilities updated and suitable for curricular use
Staff lead:	S. Birchall, A. Mowatt, K. Bailey		
Implementation	Year 1	Year 2	Year 3
	<p>PPG children have access to equipment needed to improve their skills across the curriculum. This develops confidence and maturity amongst our vulnerable learners.</p> <p>A number of PPG children have fallen behind ARE because of a need. Access to ICT equipment will help the children progress at an accelerated rate and overcome any barriers.</p> <p>New equipment (including laptop purchased).</p> <p>Annual review of Computing equipment and its suitability to meet needs across the curriculum and across all year groups.</p>	Annual review of computing curriculum to identify areas of need in relation to PPG children and their areas of needs.	Annual review of computing curriculum to identify areas of need in relation to PPG children and their areas of needs.
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:

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 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 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 type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		
Anticipated expenditure	Year 1	£620	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/>			
				Decrease <input checked="" type="checkbox"/>			Decrease <input checked="" type="checkbox"/>		
			Year 2	£500		Year 3	£500		
	Total anticipated expenditure:	£1620							
Actual expenditure	Year 1	£	Year 2	£	Year 3	£			
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/>			
				Decreased <input type="checkbox"/>		Decreased <input type="checkbox"/>			
	Total actual expenditure:	£							
			Remained the same <input type="checkbox"/>		Remained the same <input type="checkbox"/>				

Intervention:	International Dyslexia Learning		
Intended outcomes:	Increased learning outcomes for PPG children with Literacy needs.	Success criteria:	Improved outcomes for PPG children with Literacy needs.
Staff lead:	S. Birchall, J. Webster, T. Twiss		
Implementation	Year 1	Year 2	Year 3
	<p>To increase the learning capacity of PPG children with a Literacy need, providing them with interventions to develop their skills and confidence.</p> <p>Subscriptions to the learning tool IDL allows the children to access exciting safe online learning activities and builds confidence amongst our vulnerable learners.</p> <p>A number of PPG children have fallen behind ARE because of a need. Access to ICT software will help the children progress at an accelerated rate and overcome any barriers.</p> <p>Continue to licence IDL.</p>	<p>Review of the impact of IDL across PPG children.</p> <p>Assessment of further children to increase use and cover all PPG children who have the need.</p> <p>Access granted through IDL home licencing and passwords given out for home.</p>	<p>Continued review of impact to assess whether a further subscription in purposeful and good value for money.</p>
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:

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 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 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 type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£399	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"/>	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	£399	Year 3	£399
	Total anticipated expenditure:	£1197				
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:	Catch-up sessions for PPG children in Reading, Writing and Maths in EYFS		
Intended outcomes:	To close the gap between PPG and their peers	Success criteria:	Significant percentage of PPG made at least good progress in the Prime Areas of EYFS
Staff lead:	K. Bailey, N. Martin, S. Birchall		
Implementation	Year 1	Year 2	Year 3
	<p>To close the gap between PPG and peers in Literacy and Maths in EYFS.</p> <p>Continue implementing provision and intervention from previous years to ensure PPG children involved make better than expected progress across a range of EYFS areas.</p> <p>We aim to continue this trend.</p> <p>We will monitor using Pupil Progress meetings, work scrutiny, pupil voice, planning meetings, lesson observations.</p>	<p>Review the impact of interventions and provision on PPG data.</p> <p>Adapt provision to maximise impact and to narrow the gap further.</p> <p>Review of resources needed to ensure the interventions are being used to maximum effect.</p>	<p>Review the impact of interventions and provision on PPG data.</p>

Light-touch review notes	Annual review notes: [Use this space to review the success of your intervention in year 1.]		Annual review notes: [Use this space to review the success of your intervention in year 2.]		Final review notes: [Use this space to review the overall success of your intervention.]	
Light-touch review overall assessment	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 type="checkbox"/> • Far below expectations <input type="checkbox"/> 		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 type="checkbox"/> • Far below expectations <input type="checkbox"/> 		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 type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£3499.80	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"/>	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"/>
	Total anticipated expenditure:	£10,499.40				
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:	Catch-up sessions for PPG children in Reading, Writing and Maths in Key Stage 1		
Intended outcomes:	To close the gap between PPG and their peers	Success criteria:	Significant percentage of PPG made at least good progress in Reading, Writing and Maths in Key Stage 1
Staff lead:	S. Vogel, S. Athey, N. Sharples, S. Birchall		
Implementation	Year 1	Year 2	Year 3
	<p>To close the gap between PPG and peers in English and Maths in Key Stage 1.</p> <p>Continue implementing provision and intervention from previous years to ensure PPG children involved make better than expected progress across core subjects in Key Stage 1.</p> <p>We aim to continue this trend.</p> <p>We will monitor using Pupil Progress meetings, work scrutiny, pupil voice, planning meetings, lesson observations.</p> <p>To ensure all PPG children taking part in the end of Key Stage 1 assessments make the expected standard.</p> <p>One hour a week, teacher lead booster session, for 15 weeks.</p> <p>A personalised support programme for PPG children who need intensive support.</p> <p>1 to 1 class work with PPG pupils in Key Stage 2.</p>	<p>Review the impact of interventions and provision on PPG data.</p> <p>Adapt provision to maximise impact and to narrow the gap further.</p> <p>Review of resources needed to ensure the interventions are being used to maximum effect.</p> <p>To ensure all PPG children taking part in the end of Key Stage 1 assessments make the expected standard.</p> <p>One hour a week, teacher lead booster session, for 15 weeks.</p>	<p>Review the impact of interventions and provision on PPG data.</p>

<p>Light-touch review notes</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 1.]</p>		<p>Annual review notes: [Use this space to review the success of your intervention in year 2.]</p>		<p>Final review notes: [Use this space to review the overall success of your intervention.]</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>Anticipated expenditure</p>	<p>Year 1</p>	<p>£6099.80</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 checked="" 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 checked="" type="checkbox"/></p>
			<p>Year 2</p>	<p>£6099.80</p>	<p>Year 3</p>	<p>£6099.80</p>
	<p>Total anticipated expenditure:</p>	<p>£18,299.40</p>				
<p>Actual expenditure</p>	<p>Year 1</p>	<p>£</p>	<p>Year 2</p>	<p>£</p>	<p>Year 3</p>	<p>£</p>

			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:

Catch-up sessions for PPG children in Reading, Writing and Maths in Key Stage 2

Intended outcomes:	To close the gap between PPG and their peers	Success criteria:	Significant percentage of PPG made at least good progress in Reading, Writing and Maths in Key Stage 2
Staff lead:	M. Goulbourne, A. Mowatt, E. Johnson, A. Battersby, S. Birchall		
Implementation	Year 1	Year 2	Year 3
	<p>To close the gap between PPG and peers in English and Maths in Key Stage 2.</p> <p>Continue implementing provision and intervention from previous years to ensure PPG children involved make better than expected progress across core subjects in Key Stage 2.</p> <p>We aim to continue this trend.</p> <p>We will monitor using Pupil Progress meetings, work scrutiny, pupil voice, planning meetings, lesson observations.</p> <p>Ensure all of the PPG children taking End of Key Stage 2 assessments made the expected standard.</p> <p>Booster sessions led by teachers for End of Key Stage 2 Assessment boosters – five hour sessions for 10 weeks.</p> <p>A personalised support programme for PPG children who need intensive support.</p> <p>1 to 1 class work with PPG pupils in Key Stage 2.</p> <p>To offer support to PPG children who have emotional barriers to learning</p> <p>Level 2 LSA for 1 to 1 class work with PPG children with emotional/attachment issues.</p>	<p>Review the impact of interventions and provision on PPG data.</p> <p>Adapt provision to maximise impact and to narrow the gap further.</p> <p>Review of resources needed to ensure the interventions are being used to maximum effect.</p> <p>Ensure all of the PPG children taking End of Key Stage 2 assessments made the expected standard.</p> <p>Booster sessions led by teachers for End of Key Stage 2 Assessment boosters.</p>	<p>Review the impact of interventions and provision on PPG data.</p> <p>Ensure all of the PPG children taking End of Key Stage 2 assessments made the expected standard.</p> <p>Booster sessions led by teachers for End of Key Stage 2 Assessment boosters.</p>

<p>Light-touch review notes</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 1.]</p>		<p>Annual review notes: [Use this space to review the success of your intervention in year 2.]</p>		<p>Final review notes: [Use this space to review the overall success of your intervention.]</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>Anticipated expenditure</p>	<p>Year 1</p>	<p>£10,399.60</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 checked="" 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 checked="" type="checkbox"/></p>
			<p>Year 2</p>	<p>£10,399.60</p>	<p>Year 3</p>	<p>£10,399.60</p>
	<p>Total anticipated expenditure:</p>	<p>£31,198.80</p>				
<p>Actual expenditure</p>	<p>Year 1</p>	<p>£</p>	<p>Year 2</p>	<p>£</p>	<p>Year 3</p>	<p>£</p>

			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:	Phonics Boosters for Year 1 PPG children		
Intended outcomes:	PPG children meet the expected standard in the Phonics tests	Success criteria:	PPG children meet the expected standard in the Phonics tests.
Staff lead:	S. Athey, N. Sharples, S. Birchall		
Implementation	Year 1	Year 2	Year 3
	Phonics Booster sessions, led by Year 1 teacher, 4 times a week, 30 minutes each session. Regular assessment against the expected criteria. Monitoring of progress by Head Teacher and Class Teacher Discussion of impact during SMT.	Booster sessions to continue, dependent on need. Regular assessment against the expected criteria. Monitoring of progress by Head Teacher and Class Teacher Discussion of impact during SMT.	Booster sessions to continue, dependent on need. Regular assessment against the expected criteria. Monitoring of progress by Head Teacher and Class Teacher Discussion of impact during SMT.
Light-touch review notes	Annual review notes: [Use this space to review the success of your intervention in year 1.]	Annual review notes: [Use this space to review the success of your intervention in year 2.]	Final review notes: [Use this space to review the overall success of your intervention.]

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 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 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 type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		
Anticipated expenditure	Year 1	£2400	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/>			
				Decrease <input type="checkbox"/>			Decrease <input type="checkbox"/>		
			Year 2	£2400		Year 3	£2400		
	Total anticipated expenditure:	£7200							
Actual expenditure	Year 1	£	Year 2	£	Year 3	£			
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/>			
				Decreased <input type="checkbox"/>		Decreased <input type="checkbox"/>			
	Total actual expenditure:	£							
			Remained the same <input type="checkbox"/>		Remained the same <input type="checkbox"/>				