



Pupil Premium at Shirley Infant and Junior School



Pupil Premium Strategy 2020-2023

At Shirley Infant and Junior Schools, we believe in good or better learning for all. We strive for achievement for all our pupils and believe that all pupils should develop a passion for lifelong learning. We believe Pupil Premium Provision needs to have a dual approach. Firstly, rigorous academic interventions in every year group to diminish differences. Secondly, through creating a wrap-around holistic culture to address the complexity of individual needs so that we support and enhance the whole life journey of each child at our schools over 7 years. Supporting families and enabling children to feel safe and secure in school in order to access learning is our priority. Academic support, progress, challenge and extension for our PP children is of paramount importance but equally we continue to build on our agenda to provide a wide variety of creative new opportunities and experiences to inspire, motivate and fire individual passions and talents.

'Practise any art, music, singing, dancing, acting, drawing, painting, sculpting, poetry, fiction, essays, reportage, not to get money and fame, but to experience becoming, to find out what's inside you, to make your soul grow' Kurt Vonnegut

Through rigorous monitoring and tracking of pupil performance, we are able to identify pupils who are at risk of not making sufficient progress, including the monitoring of most able disadvantaged children. We use this information to plan and implement effective intervention and support strategies. These will be provided dependent on each child's needs and the challenges that they face.

School overview			
School name	Shirley Infant School	Percentage PP pupils	13%
Pupil premium lead	Hannah Lubbock- Smith	Governor lead:	Alex Woodgate Jones
Publish date	3.12.20	Review date	Annually
Total amount of funding received for looked after children	£1545	Early Years Pupil Premium (EYPP)	5 children came up as EYPP from preschools

Funding Summary: Year 1 (2019-20)					Funding estimate: Year 2 (2021- 2022)	
Total number of pupils 270	PPG received per pupil	£1345	Indicative PPG as advised in School Budget Statement	£38.280	Estimated pupil numbers	90
	Number of pupils eligible for PPG	36	Actual PPG Budget	£42.450	Estimated number of pupils eligible for PPG	32
	EY	13			Estimated funding	£4340
	KS1	21				

3-year long-term pupil premium strategy This strategy is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It will be reviewed and updated at least once per year.

Our philosophy We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the Academy Development Plan. 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. The pupil premium grant (PPG) is used to ensure that every child receives the best possible quality of education and achieves the highest possible standards.

Our priorities

- Ensuring first quality teaching in all classes.
- Raising the attainment of disadvantaged pupils to be at least in line with attainment nationally.
- Providing targeted academic and emotional and social support for pupils who are not achieving the expected standards or are not making expected progress.
- Addressing non-academic barriers to attainment, including attendance, well-being and behaviour

Barriers to future attainment	
Academic barriers to attainment	Non-academic barriers to attainment
1. Lower starting points – weaker basic skills on entry to School impacting on children not always achieving combined ARE by end of ks1.	5. Fewer enriching life experiences (impacting lack of stimulus for learning and difficulties in making links in learning).
2. Children are not reading at home resulting in lack of confidence blending in year R and developing fluency in ks1.	6. Difficulties with social skills and peer relationships, impacting upon learning behaviours.
3. From baseline assessment in Year r, some children are showing narrower vocabulary and weaker oral and communication skills.	
4. Lack of parental engagement resulting in a lack of understanding on the curriculum/ how to support their child at home.	

Our implementation process

In line with evidence about effective implementation, we believe in selecting a small number of priorities and pursuing them with diligence to give them the best chance of success. Our academy development planning is rooted

in evidence informed practice; using robust evidence alongside professional expertise to make decisions. We engage

in regular in-school monitoring and an annual Pupil Premium review with colleagues from The Aspire Educational

Trust to ensure our approach is effective (adapting provision, ceasing or amending interventions that are not having

the intended impact).

We:

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.

Our tiered approach

Our tiered approach comprises three categories:

1. Teaching – ensuring quality first teaching for all pupils.
2. Targeted academic support – evidence informed interventions.
3. Other wider approaches – addressing non-academic barriers to learning.

We identify priorities and approaches within each category. This focussed approach ensures the best chance of success for each intervention.

Quality of teaching

1. To develop rigorous and strategic oversight of Pupil Premium strategy ensuring high quality, targeted learning to ensure rapid progress by EPP lead.

2. Professional development: training programme for all staff to further enhance staff knowledge in early reading acquisition.

3. To continue with pre teach and key vocabulary half termly.

Targeted academic support

1. Structured interventions: vocabulary interventions for pupils with poor oral language and communication skills (Helicopter Stories, Word Aware); Reading interventions – BR@P, Inference, targeted RfP, bespoke phonics intervention groups (RWI); Specialist Dyslexia Teacher.

2. One to one feedback approaches: Same Day Intervention and Teacher Conferencing. (blue dotting)

3. attendance/ parent engagement

Wider strategies

1. Expansion of Cultural Capital: enhance trips, visits and opportunities; additional sports clubs and swimming lessons; teacher enrichment clubs.

2. Readiness to learn: Social and Communication Nurture Groups; use of bespoke social stories; individual behaviour plans created – evidence informed; homework club; Forest School.

Our review process

A Pupil Premium Review will take place each year, with a colleague from the MAT. During the 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 every half term at Pupil Progress Meetings (with the headteacher, class teacher and other key staff involved with the class/specific pupils).

During monthly monitoring, there is a spotlight upon the progress, quality of work and attainment of pupils in receipt of PPG. 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 that the 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.

Action:	1. To develop rigorous and strategical oversight of Pupil Premium strategy ensuring high quality, targeted learning to ensure rapid progress by EPP lead. <i>Addressing barrier to ensure Children achieve combined ARE despite lower starting points.</i>		
Area of Improvement:	Quality of teaching		
Intended outcomes:	Increased number of children achieving combined ARE by the end of KS1.	Success Criteria:	Data for pupils in receipt of PPG is in line with national for ARE at end of ks1.
Led by:	EPP lead		
Rationale:	Having a designed leader for PP enables a 'whole school' ethos of aspiration and attainment in line with the findings of the NFER Supporting the Attainment of Disadvantaged Pupils: Articulating success and good practice. (NFER November 2015). Progress is tracked closely to diminish the difference between disadvantaged and non- disadvantaged groups.		
Implementation	First year	Second year	Third year
	<p>How we will implement this intervention</p> <ul style="list-style-type: none"> • Half termly meetings with all class teachers to review Pen Portraits and hold teachers account for progress against targets. • Half termly Pupil Progress reviews for all PP children. Regular coaching and 'drop ins' to ensure high quality teaching in all classes and monitor engagement and progress. Provide regular feedback to teachers. • Monitor assessments on insight tracker and ensure children are closing gaps. • Half termly work scrutiny to ensure children are making rapid progress and coaching if this is not evident. • Regular focus for training in staff meetings throughout the year. • Termly touch base with all parents to develop strong relationships. • Overview of parental workshop support. 	<p>How we will implement this intervention</p> <ul style="list-style-type: none"> • All teachers to write own pen portraits and PP lead to support NQTS on this. • Teachers to identify gaps and barriers to learning and continue to escalate to PP lead if needs of a child are not being met. • Termly Pupil Progress reviews for all PP children. • Regular coaching and drop ins by year leaders/PP lead to ensure high quality teaching in all classes and monitor engagement and progress. Provide regular feedback to teachers. • Monitor assessments on insight tracker and ensure children are closing gaps. • Half termly work scrutiny by year leaders to ensure children are making rapid progress and coaching if this is not evident. Year leaders to report to EPP lead. • Staff training measuring impact of changes made from previous year on first quality teaching. • Additional training for new staff members. Overview of parental workshop support shared in induction year meetings. 	<p>How we will implement this intervention</p> <ul style="list-style-type: none"> • Pen Portraits to show accelerated progress against children's targets. • Teachers to confidently identify gaps and barriers to learning and continue to escalate if needs of a child are not being met. • Termly year group pupil progress reviews to encompass PP children. • Regular coaching and drop ins by year leaders lead to ensure high quality teaching in all classes and monitor engagement and progress. Provide regular feedback to teachers. • Monitor assessments on insight tracker and ensure children are closing gaps. • Half termly work scrutiny by year leaders to ensure children are making rapid progress and coaching if this is not evident. • Staff training measuring impact of changes made from previous year on first quality teaching. • Additional training for new staff members. • Evaluate impact of parental workshop.
Annual impact notes	Annual review notes, 2020-21:	Annual review notes, 202-22	Annual review notes, 2022-23

Annual review assessment	The intervention/action is performing: <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations	The intervention/action is performing: <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations	The intervention/action is performing: <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations
Anticipated expenditure	First Year	Second year	Third year
	£12,400	Is the expenditure anticipated to <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same	Is the expenditure anticipated to <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same
Actual expenditure	£	£	£
Total expenditure:	£		

Action:	2.Children to achieve expected and ARE in reading by the end of their academic year. <i>Addressing barrier of children not being confident blending/ developing fluency in KS1.</i>		
Area of Improvement:	Quality of teaching		
Intended outcomes:	Increased number of children achieving GLD for reading in early years achieving in line with their non- PP peers by the end of KS1.	Success Criteria:	Data for pupils in receipt of PPG is in line with national for ARE at end of ks1.
Led by:	EPP lead and English Leader		
Rational	In the 2019 Ofsted school handbook it stated “every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations “. In our recent Ofsted report it was found in our school ‘reading is a vital part of the school’s curriculum and teachers are skilled at teaching reading and staff spot any who starts to slip behind and help them to catch up quickly’ In this three year report we strive to further diminish the difference between disadvantaged and non- disadvantaged pupils.		
Implementation	First year	Second year	Third year
	How we will implement this intervention <ul style="list-style-type: none"> High quality sequential phonics teaching to begin in Autumn 1 Week 3. Welcome meeting to inform parents on phonics practice in school. 	How we will implement this intervention <ul style="list-style-type: none"> To sustain progress from Year R all PP chn to read at least 4 times per week. Any child by end of autumn 2 who are not reading blue will receive an intensive phonics catch up programme in spring 1. 	How we will implement this intervention <ul style="list-style-type: none"> To continue to make progress from year 1 all PP chn to read at least 4 times per week.

	<ul style="list-style-type: none"> School website to show early phonics skills to help readiness for learning. All PP chn to take home rocket phonics books to consolidate blending. Any PP chn not secure in phase 1 by end of autumn 1, to attend weekly sound workshop. Invite PP parents to a Rising Stars workshop prior to starting in autumn. Reading books sent home to promote the love of reading. At risk children by spring 1 to have an intensive phonics catch up programme to ensure they are blending within phase 2. Target lowest 20% in story time sessions in reading. Paired reading workshop for all PP parents. Confident pink 2 readers by end of Autumn 2 targeted within quality first teaching to make exceeding by the end of the year. 	<ul style="list-style-type: none"> Reading books sent home to promote the love of reading. All EPP chn invited to a morning breakfast club to ensure chn achieve ARE in reading and develop fluency. (Include targeted greater depth chn to attend to make accelerated progress. Invite PP parents into half termly phonics sessions. 	<ul style="list-style-type: none"> All EPP chn to take part in reading conferencing at least x1 per half term to develop comprehension. Any children by end of autumn 1 who are not comprehending texts independently, will receive an intensive catch up programme to support their retrieval of information. Continue provision for breakfast club reading. Invite PP parents into guided reading sessions.
Annual impact notes	Annual review notes, 2020-21:	Annual review notes, 2021-22	Annual review notes, 2022-23
Annual review assessment	The intervention/action is performing: <ul style="list-style-type: none"> <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations 	The intervention/action is performing: <ul style="list-style-type: none"> <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations 	The intervention/action is performing: <ul style="list-style-type: none"> <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations
Anticipated expenditure	First year	Second year	Third year
	£	Is the expenditure anticipated to <ul style="list-style-type: none"> <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same 	Is the expenditure anticipated to <ul style="list-style-type: none"> <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same
Actual expenditure	£	£	£
Total expenditure:	£		

Action:	3. Structured interventions: vocabulary interventions for pupils with poor oral language and communication skills (Bucket therapy, talk about groups, Neli language, Speech and language therapy). <i>Addressing barrier of lower oral and communication skills.</i>		
Area of Improvement:	Targeted Academic support		
Intended outcomes:	Increased number of children achieving GLD for listening and attention, understand and speaking.	Success Criteria:	ECATS and Bell foundation to show rapid progress against targets.
Led by:	SENCO, EAL and EPP lead		
Rationale:	Sutton trust supports this ‘Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. Through our baseline we have found there are increased number of children coming into school with poor oral skills.		
Implementation	First year	Second year	Third year
	<p>How we will implement this intervention</p> <ul style="list-style-type: none"> • Children with delayed speaking and listening identified quickly and seen by speech and Language therapist. • Interventions planned and targeted according to barriers through talk about groups, colourful semantics, and bucket therapy run by EPP/SEND lead. • Staff training on targeted intervention. SEND team to lead a PDM on this. • Implementation of Neli Programme (10 hours of training) • By the end of year R all children need to be able to use Who/what for colourful semantics. • Assessments of EAL children in home language to inform language area of need. • Planning/ work scrutiny of children with EAL. Regular training lead by EAL lead to further develop practise of supporting children with EAL. 	<p>How we will implement this intervention</p> <ul style="list-style-type: none"> • Handover to year 1 clearly identify next steps for each child. • Any child who has not met the speech targets at the end of year R, to continue NELI programme. • Any new child to year ½ to have initial speech assessment and BOXALL assessment. • Continued regular monitoring of impact of intervention now lead by SEND team. Teachers meet with SEND team to plan appropriate intervention to support speech targets. • Evaluation of impact of NELI Programme on progress against English targets. • By the end of Year 1 all children need to be able to use who/ what/ when. • Evaluate impact of adaptations to planning/ resources for PP, EAL chn. 	<p>How we will implement this intervention</p> <ul style="list-style-type: none"> • EAL resources/ planning embedded across the school. • Speech intervention is targeted appropriately by class teachers to enable chn to make rapid progress against targets. • By the end of Year 2 children need to be able to write simple sentences in colourful semantics structure. • Handover to year 2 clearly identify next steps for each child. • Any new child to year ½ to have initial speech assessment and BOXALL assessment. • SEND team to support chn where NELI has supported their speech development. Seek external support.
	Annual review notes, 2020-21:	Annual review notes, 2021-22	Annual review notes, 2022-23

Annual impact notes			
Annual review assessment	The intervention/action is performing: <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations	The intervention/action is performing: <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations	The intervention/action is performing: <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations
Anticipated expenditure	First year	Second year	Third year
	Curriculum £500 Speech £5'457 Bucket £400 NELI @ 3 x 10 week sessions £360 Phonics focus group £ EAL £1250	Is the expenditure anticipated to <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same	Is the expenditure anticipated to <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same
Actual expenditure	£	£	£
Total expenditure:	£		

Action:	4. Increased interaction with parents through e.g. curriculum workshops, coffee mornings, phone calls, additional parent's evenings. <i>Addressing barrier of lack of parental confidence and willingness to engage.</i>		
Area of Improvement:	Targeted Academic support		
Intended outcomes:	To ensure all PP children finish the year above 96%. To increase the uptake of additional support from school to our Pupil Premium families.	Success Criteria:	To further close the gap between PP and non PP peers in end of year attendance. To have an increased percentage of PP families having additional support.
Led by:	Head teacher and Family support worker and EPP lead.		
Rational	Sutton trusts supports actively involving parents in supporting their children's learning and development. Strategies include approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years' settings. Programmes that focus directly on parents themselves, for example providing training in parenting skills or adult numeracy and literacy support and more intensive programmes for disadvantaged families or families in crisis, for example through schools appointing a family liaison that works with parents through either home visits or other targeted approaches.		
	First year	Second year	Third year

Implementation	<ul style="list-style-type: none"> • Half termly phone calls to PP families by year R teachers to develop relationships. • Identify preferred communication for PP families e.g. MME, calls, in school visits. • Additional curriculum workshops/ virtual support for PP families. • Monitor attendance of key families half termly and target families through family support worker. • For PA children additional support offered through the trust to address concern. • Coaching for EPP lead by Head teacher on tracking attendance/ parent meetings. • Any new starter that is a PP will have the same induction no matter their starting point. 	<ul style="list-style-type: none"> • Identify a PP champion by end of Autumn 1 for every child. (this is an adult they feel comfortable with). • Half termly phone calls with champion to ensure they know about key events/ additional help etc. • Pen Portraits to show champion is identified and handover is taken place. • Parents invited to attend breakfast club to observe supporting their child with reading. • Evaluate strategies used from previous year to improve attendance of PA families. • Evaluate new induction programme for new PP. 	<ul style="list-style-type: none"> • Continue handover from previous year and begin to support developing relationships with junior school and readiness for year 3. • Pen portraits to capture record of conversations. • Communication systems to be embedded across the school and personalised to support needs of families. • Parents engage positively and effectively within school community. • Identify discrete barriers where parents are not engaging with school community and new junior school.
Annual impact notes	Annual review notes, 2020-21:	Annual review notes, 2021-22	Annual review notes, 2022-23
Annual review assessment	The intervention/action is performing: <ul style="list-style-type: none"> <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations 	The intervention/action is performing: <ul style="list-style-type: none"> <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations 	The intervention/action is performing: <ul style="list-style-type: none"> <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations
Anticipated expenditure	First year	Second year	Third year
	£PP new starter focus intervention Family Support worker £2,400 PP lead cost included above Uniform £200 Clubs £3780	Is the expenditure anticipated to <ul style="list-style-type: none"> <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same 	Is the expenditure anticipated to <ul style="list-style-type: none"> <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same £
Actual expenditure	£	£	£
Total expenditure:	£		

Action:	5. Expansion of Cultural Capital to enhance trips, visits and opportunities; additional sports clubs; teacher enrichment clubs, <i>Addressing barrier of lack of stimulus for learning.</i>		
Area of Improvement:	Wider Strategies		
Intended outcomes:	To enrich experiences to enable our PP families to have wider aspirations.	Success Criteria:	All EPP chn to show a readiness to learn
Led by:	EPP lead		
Rational	We believe first hand experiences will support the children in becoming curious learners and increase their thirst to find out more. We strive for all children to have high aspirations for themselves linking to our statement. "Every Child, Every Chance, Every day" To continue to use 'pre teaching' as a strategy to support children's understanding of new vocabulary based on findings from Sutton trust report.		
Implementation	First year	Second year	Third year
	<ul style="list-style-type: none"> • PP lead to support teachers to capture additional provision/ progress against emotional targets on pen portraits. • Pupil premium champions to identify child's non-academic interests. • All PP chn to attend a club based on interests. • Pre teach topic vocabulary to inspire chn prior to learning. • All trips funded by school each year for disadvantaged children. • Top up PE sessions to improve attitude towards health and fitness. • On school trips EPP children to be in a smaller focussed group to question and extend thinking. • ELSA to provide tailored provision to support children's emotional and social needs. • Monitoring of impact of interventions on class engagement and interaction with peers. • Buddy system to increase confidence. • Play therapy offered to children where ELSA is not having required impact. 	<ul style="list-style-type: none"> • Class teachers to capture additional provision/ progress against targets on pen portraits. PP lead to support NQTS on target setting and monitoring of impact. • Increased confidence from children when participating in clubs. • Evaluate impact of pre-teach on children's engagement in new learning. • Evaluate impact of lunchtime club on behaviour with peers. 	<ul style="list-style-type: none"> • Pen portraits to reflect detailed journey on emotional/social targets from school entry to end of ks1. • Handover with pupil premium champions to new junior class teachers and junior PP lead on provision in ks1. • Children to show passion for joining in with activities/ additional clubs linked to interests. • Pre teach embedded across the curriculum.

	<ul style="list-style-type: none"> • Lunchtime club offered to pupils who may find unstructured times more difficult. • Support from an educational psychologist on individual learning needs. • Regular staff training on attachment. • Engagement with offer trip 		
Annual impact notes	Annual review notes, 2020-21:	Annual review notes, 2021-22	Annual review notes, 2022-23
Annual review assessment	The intervention/action is performing: <ul style="list-style-type: none"> <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations 	The intervention/action is performing: <ul style="list-style-type: none"> <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations 	The intervention/action is performing: <ul style="list-style-type: none"> <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations
Anticipated expenditure	First Year	Second year	Third year
	Predicted play therapy £1000 ELSA £4,500 Lunchtime club Team Spirit £555 Educational psychologist £ 6000 Trips £3780 Teacher cost for targeted support for trips £500 Pre-teaching teacher costs £1,485.32 Top up PE £555 Specialised resources Budget £500	Is the expenditure anticipated to <ul style="list-style-type: none"> <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same 	Is the expenditure anticipated to <ul style="list-style-type: none"> <input type="checkbox"/> Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same
Actual expenditure	£	£	£
Total expenditure:	£		

Action:	6. Readiness to learn: Social and Communication Nurture Groups; use of bespoke social stories; individual behaviour plans created – evidence informed, ELSA, P4C group, Lunchtime Club <i>Addressing barrier of social anxieties/ difficulties resulting in poor learning behaviours.</i>
Area of Improvement:	Wider Strategies

Intended outcomes:	All EPP children to achieve PSHE early learning goal and PSHE by end of ks1.	Success Criteria:	Boxall assessments to show rapid progress from beginning to end of year.
Led by:	EPP lead		
Rationale:	Sutton Trust “ Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months’ progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers” Research from Sutton Trusts states ‘it gives children who are not considered “academic” a voice and a chance to flourish. It than gives the “academic” children a chance to think outside the box and to see that the non-academic have inspiring ideas. It gives all children value’.		
Implementation	First year	Second year	Third year
	<p>How we will implement this intervention</p> <ul style="list-style-type: none"> • ELSA to provide tailored provision to support children’s emotional and social needs. • Buddy system to increase confidence. • Play therapy offered to children where ELSA is not having required impact. • Lunchtime club offered to pupils who may find unstructured times more difficult. • Support from an educational psychologist on individual learning needs. • Staff training on attachment. • PP lead to undergo P4C training and begin trialling p4c groups for PP chn. 	<p>How we will implement this intervention</p> <ul style="list-style-type: none"> • Increased independence from children to overcome social/emotional difficulties. • Monitoring of impact of interventions on class engagement and interaction with peers. • Evaluate impact of buddy system across school on children’s confidence. • Monitor impact of Lunchtime club offered to pupils on interaction with peers. • Support from an educational psychologist on individual learning needs. • Findings from attachment reflected in school behaviour policy (SIP target). • Evaluate impact Of P4C groups on children’s speaking and listening. 	<p>How we will implement this intervention</p> <ul style="list-style-type: none"> • Attachment strategies embedded across the school and reflected in teaching practice. • Pen portraits to capture social targets and accelerated progress against these. • P4C embedded across the school.
Annual impact notes	Annual review notes, 2020-21:	Annual review notes, 2021-22	Annual review notes, 2022-23
Annual review assessment	<p>The intervention/action is performing:</p> <p><input type="checkbox"/> Above expectations</p> <p><input type="checkbox"/> As expected</p> <p><input type="checkbox"/> Below expectations</p>	<p>The intervention/action is performing:</p> <p><input type="checkbox"/> Above expectations</p> <p><input type="checkbox"/> As expected</p> <p><input type="checkbox"/> Below expectations</p>	<p>The intervention/action is performing:</p> <p><input type="checkbox"/> Above expectations</p> <p><input type="checkbox"/> As expected</p> <p><input type="checkbox"/> Below expectations</p>
Anticipated expenditure	Year 1	Year 2	Year 3
	<p>ELSA see above</p> <p>Philosophy for children training cost £9’000</p>	<p>Is the expenditure anticipated to</p> <p><input type="checkbox"/> Increase</p>	<p>Is the expenditure anticipated to</p> <p><input type="checkbox"/> Increase</p>

	Lunchtime club 5 sessions £2,220	<input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same	<input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same
Actual expenditure	£	£	£
Total expenditure:	£		

Aim for pupil attainment for the coming year

Measure	GLD		Year 1 Phonics		Year 2 Phonics	
	EXP/+	EXP+	EXP/+	EXP+	EXP/+	EXP+
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

Aim for pupil progress for the coming year

Measure	Reading		Writing		Maths	
	EXP/+	EXP+	EXP/+	EXP+	EXP/+	EXP+
Year 1						
Year 2						
Year 3						

Year 4						
Year 5						
Year 6						