

Halesbury Pupil Premium 3 Year Plan September 2022 -2025



3-year long-term pupil premium strategy template

This template is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It can be used instead of, or alongside, a one-year strategy.

Our philosophy

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

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

Our priorities

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

- Ensuring an 'outstanding' teacher is in most classes
- 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 and Numeracy	Poor attendance
Poor language and communication skills	Poor behaviour
'Outstanding' teaching not present in every classroom	Parental Mental health
Lack of targeted support	Pupil Mental Health
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 adaption

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. This focussed approach ensures the best chance of success for each intervention.

Quality of teaching

1. Encouraging self-led professional development: Introducing a half-hour weekly CPD slot for teaching staff
2. Professional development: Weekly individual coaching sessions to support teachers, with a particular emphasis on literacy and vocabulary
3. Support for early career teachers: A termly one-day teaching development programme delivered by external experts
- 4.

Targeted academic support

1. Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills
2. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations
3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using Tas
- 4.

Wider strategies

1. Parental engagement: Providing support from Family Outreach to help them with pupils who have difficulties coming in to school
2. Readiness to learn: Breakfast In class in the morning to provide pupils with a nutritious breakfast before school
3. Attendance: Providing support from Family Outreach to help them with pupils who have difficulties coming in to school
4. Full planning details for interventions are outlined in the '[Intervention planning in full](#)' section.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with class teachers and Middle Leaders

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 Head Teacher is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website.

The school publishes a link to the [school and college performance tables](#) and the schools' performance tables page on the school website.

Our funding

Funding summary: Year 1					
Total number of pupils	172	PPG received per pupil	Primary 32 £1455 Sec 31 £1035 2 Post LAC	Indicative PPG as advised in School Budget Statement	£83705
		Number of pupils eligible for PPG	65	Actual PPG budget	£83705
Funding estimate: Year 2					
Estimated pupil numbers	183				
Estimated number of pupils eligible for PPG	65				
Estimated funding	£87500				
Funding estimate: Year 3					
Estimated pupil numbers	187				
Estimated number of pupils eligible for PPG	69				
Estimated funding	£89750				

Intervention planning in full

Intervention:	Encouraging self-led professional development: Introducing an hour weekly CPD slot for teaching staff		
Category:	Quality of teaching.		
Intended outcomes:	Improve the quality of teaching and have an 'outstanding' teaching in majority of classrooms by the end of year 3	Success criteria:	Majority of teachers have been judged 'outstanding' by internal assessment. Differentiation is fit for purpose and benefits PP pupils and raises standards
Staff lead:	Curriculum leaders – assistant Head, Middle Leaders		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>We will allow all teaching staff a weekly hour CPD slot for led professional development. Priorities for learning will be established in liaison with their line manager and take into consideration any appraisal or monitoring feedback. Cover will be provided through a teacher in the classroom. Teachers will go into other classrooms to observe teaching in different Key Stages. As a result of the changing complex needs of the children coming into Key Stage 1 and 2 and the authority drive to not consult with Special Schools on children who they feel can go to mainstream and consult on more complex</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>The same principal will follow from Year 1. However, from observing the pupil's staff will move on to team teaching the pupils with the current teacher for an hour in their time slots. Subjects taught to the pupils will be varied so that a broad experience will be achieved, including reading, phonics, writing, Functional and Science. Staff will also experience outside of the core areas as well.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>In Year 3 staff will have the opportunity in advance of the subject matter to be delivered, plan then teach the lesson.</p> <p>This will give experience in appropriate planning and delivery to the pupils needs. It will also facilitate in moving differentiation constantly forward.</p> <p>The experience will also give the opportunity to always know the needs of</p>

	<p>pupils there will be a need for a change in teaching and learning. At this current moment 76% of the pupils are ASD. Key Stage 3 and 4 staff will spend an hour a week in lower year's classes to prepare for and adapt to Halesbury's future cohort. Lower Years staff will also experience upper years. Children now being placed in Halesbury Early years functioning at 12 to 18 months</p> <p>Their experiences will also formulate the change of the curriculum and adapt it to the changing needs of the pupils coming into Key Stage 3 and 4.</p> <p>The main purpose, how do we progress writing with the continuing rise of ASD pupils with complex communication difficulties?</p> <p>What will we want a Halesbury pupils to look like when they leave for College?</p>		<p>the new cohorts of pupils. Whilst lower years teachers will see the pupil's destinations and progress from when they taught them and how they have changed as they have grown older</p>
<p>Light-touch review notes</p>	<p>Annual review notes:22/23</p> <p>Success of your intervention in year 1.</p> <p>Partially successful</p> <p>Staff did go into other classroom and saw the changing complex needs of the pupils in Primary.</p> <p>However, for a significant time there were staff absences that needed to be covered and Mrs Rafiqui closed this gap.</p> <p>Whenever time allowed Mrs Rafiqui released staff to go into different classroom</p>	<p>Annual review notes:23/24</p> <p>Success of your intervention in year 2.</p>	<p>Final review notes:24/25</p> <p>Overall success of your intervention.</p>

	to experience the diverse needs of the pupils around school.				
Light-touch review overall assessment	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"/> 		
Anticipated expenditure	Year 1	Teacher *1 *2 days/week. £199*2+£398 *39 Weeks Total expenditure: £18330 for the year	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> Unless supply rates increase	Is expenditure anticipated to increase, decrease or remain the same? Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> Unless supply rates increase
			Year 2	£18330 for the year	Year 3
	Total anticipated expenditure:	£46566			

Actual expenditure	Year 1	To spend £18330	Year 2	£0	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:	One-to-one support: Creating additional teaching and learning opportunities using TAs,		
Category:	Targeted academic support		
Intended outcomes:	Targeted pupils to receive catch up lessons to improve progress	Success criteria:	There will be a noticeable difference in pupil's work and there P Level progress at Pupil Progress meetings.
Staff lead:	Maggie Rafiqui		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: A teacher will be employed for two days a week to target pupils in their work in Maths and English. The teacher will work in a combination of ways. Firstly one to one	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): Employ a Teaching Assistant (2 days/week) to release 3 staff members	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): The previous years will be consolidated and the process will continue running in

	<p>targeted support to focus on aspects of English and Maths. The teacher will also work with the pupils in class.</p> <p>Catch up teacher will attend a pupil progress meeting with the Assistant Head.</p> <p>The Teacher presents a report to the Governing Body at every full governors.</p>	<p>who have been trained in Catch Up. The staff members will be co-ordinated and managed by the catch up teacher. The staff will be timetabled to target pupils in need of intervention identified from pupil progress meetings.</p> <p>The Staff will meet with the teacher in charge of Catch up to report on pupils, discuss progress and look to future timetabling.</p>	<p>year 3. All of the staff members involved targeting pupil in need of help in Maths and English.</p>
<p>Light-touch review notes</p>	<p>.There has been a continuous timetable run for the year for pupils to have catch up work with the teacher.</p> <p>Teachers have used a referral system to nominate pupils for catch up.</p> <p>Mrs Rafiqui worked with pupils both in and out off the classroom.</p> <p>Mrs Rafiqui feeds back to both the teachers and the parents</p> <p>There has been a referral system in place for Mrs Rafiqui to work with pupil's behaviour both in and out of class</p>	<p>.</p>	

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input 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	£27495	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£27495	Year 3	£27495
	Total anticipated expenditure:	£51632				
Actual expenditure	Year 1	To Spend £27496	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. Providing support for parents at home and in school in all aspects of their children life at Halesbury School. Support in documentation, Benefits, advice, support with professionals, EHCP's behaviour, sleep and mental health support for parents with difficult children		
Category:	Home support, communication and wider strategies.		
Intended outcomes:	Engagement and support for parents will impact on pupil behaviour, attendance and outcomes in school	Success criteria:	<p>Better parental engagement and communication.</p> <p>Parents feel supported.</p> <p>Better attendance and contact with parents.</p> <p>Better attendance in school.</p> <p>Better school outcomes in progress through learning.</p> <p>Better behaviour both at home and school</p>
Staff lead:	Lead Amanda Payne (line Manager. Family support Manager, overseeing Pastoral/Behaviour lead.		

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <p>Targeted support for parents with difficulties at home and at school.</p> <p>Examples of support.</p> <p>Eating (Occupational Therapist work)</p> <p>Sleep (sleep Solutions Work)</p> <p>Behaviour (Triple P delivery to parents)</p> <p>Benefits and claims. (Meetings and Home visits with parents.</p> <p>Children with anxieties support.</p> <p>Equipment for pupil access if need at home</p> <p>Behaviour support and help directing to appropriate services and professionals</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Continuity of work of the Family Support Manager</p> <p>Reports to Full Governors on Family Support work and impact.</p> <p>Review of need for the Next year</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Continuity of work of the Family Outreach worker.</p> <p>Reports to Full Governors on Family Support work and impact</p> <p>Review of need to continue the work with parents</p>

Light-touch review notes	<p>All interventions delivered to parents.</p> <p>Family support is constantly working with parents and her referral list continues to grow.</p>					
Light-touch review overall assessment	<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"/> 		
Anticipated expenditure	Year 1	£14500	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input type="checkbox"/></p>
			Year 2	£14500	Year 3	£14400
	Total anticipated expenditure:	£41294				

Actual expenditure	Year 1	£15500 (to spend)	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:	Readiness to learn: Introduction of a breakfast in class to provide pupils with a nutritious breakfast before school		
Category:	Wider strategies		
Intended outcomes:	Pupils have a nutritional breakfast which will start them in the correct way for learning	Success criteria:	Better concentration in class Better behaviour in class Impact on learning and progress
Staff lead:	Middle Leaders.		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1:	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>Pupils will be given breakfast in the morning to prepare them for the days learning and activities.</p> <p>Pupil Premium pupils will be tracked for their progress to see the impact of the breakfast</p>		<p>Pupils will be given breakfast in the morning to prepare them for the days learning and activities</p> <p>Pupil Premium pupils will be tracked for their progress to see the impact of the breakfast</p> <p>We will see if there is year on year progress</p>		<p>Pupils will be given breakfast in the morning to prepare them for the days learning and activities</p> <p>Pupil Premium pupils will be tracked for their progress to see the impact of the breakfast</p> <p>We will see if there is year on year progress</p>	
<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Pupils were at home because of the COVID pandemic.</p>		<p>Annual review notes:</p> <p>Money spent because school was still open during the pandemic</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>Anticipated expenditure</p>	<p>Year 1</p>	<p>£250</p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease or</p>	<p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p>

			or remain the same?	Remain the same <input type="checkbox"/>	remain the same?	Remain the same <input type="checkbox"/>
			Year 2	£300	Year 3	£350
	Total anticipated expenditure:	£900				
Actual expenditure	Year 1	£250	Year 2	£300	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"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£400				

Intervention:	Occupational Therapist Support for targeted pupils		
Category:	Wider strategies		
Intended outcomes:	Targeted pupils assessed and given plans to improve progress	Success criteria:	Pupil's plans will directedly lead to progress in learning. Progress in their sensory issues of eating.

Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p>OT will assess pupils in class to assess their needs and difficulties.</p> <p>OT will write a plan of progress for the pupil's difficulties. The plan will be staged so that there is gradual improvement in the pupil's personal progress and academic progress.</p> <p>A report will be submitted as an additional needs report on the impact of the OT.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>OT will continue assess pupils in class to assess their needs and difficulties. There will always be new pupils coming to Halesbury, especially EYFS cohort</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Look at the success of the previous years and look to how the work of the OT can be progressed for the future and other ways that the pupils can be supported.</p>
Light-touch review notes	<p>OT has assessed and has worked with all of Halesbury's parents.</p> <p>OT has worked with a number of parents.</p> <p>OT has produced reports for parents</p> <p>OT work with staff to provide interventions for pupils as well as providing training</p>		

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input 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	£4000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2		Year 3	
	Total anticipated expenditure:	£12000				
Actual expenditure	Year 1	£4000 (To spend)	Year 2	£6000	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:	Experiences trips and visits support		
Category:	Wider strategies		
Intended outcomes:	<p>There are many pupil premium pupils whose parents find it difficult to pay for trips. We would like all children to have experiences in the time at Halesbury and money should not be a dividing factor.</p> <p>To not pay for pupils but supplement so that pupil premium money reduces the costs of activities making them more affordable.</p> <p>If there is a trip that a pupil premium child cannot attend then pupil premium will be used with a business case put forward explaining the reasons the money was used and the benefits to the pupils</p> <p>If there is an activity that a pupil premium child cannot access then pupil premium will be used with a business case put forward the reasons the amount was used and the benefits to the pupils</p>	<p>Success criteria:</p>	<p>Children participate in activities beyond the classroom curriculum.</p> <p>Staff can organise trips, visits and visitors with the pressure of costs reduced</p>
Staff lead:	All SLT, Middle Leaders and Teachers		

	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <p>An initial form is filed out for visits which is submitted to SLT.</p> <p>A cost is provided.</p> <p>Look at impact on pupils premium and the pupils who may not afford the trip or experience</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Continuation on the assessment of need so that pupils do not miss opportunities under the constraint of finance.</p> <p>No pupils should be excluded from a curriculum activity because of a lack of finance. In which case if they are pupil's premium the cost can be covered through pupil premium.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Continuation on the assessment of need so that pupils do not miss opportunities under the constraint of finance</p>
Light-touch review notes	<p>Trips have been made accessible for pupils with pupil premium pupils as costs rise.</p>		

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input 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	£4000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£4000	Year 3	£4000
	Total anticipated expenditure:	£to budget				
Actual expenditure	Year 1	£4000	Year 2	£0	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>

	Total actual expenditure:	£0	
Intervention:	Mental Health and Well Being		
Category:	Wider strategies		
Intended outcomes:	Pupils, parents and carers to have access to a trained Councillor post COVID as this is still a big issue moving forwards for many pupils and parents to talk about issues and problems	Success criteria:	Pupils, parents and carers will be able to express themselves and come to terms with their issues of such a long period of lock down
Staff lead:	SLT Overseeing Olivia Kibuka (School Councillor)		

	Year 1	Year 2	Year 3
Implementation	<p>The school Councillor will have three roles in school. In the school day she will have sessions with both pupils and parents. At the end of the day she will have well being meetings with staff who need sessions.</p> <p>Since the COVID pandemic we have seen an increase in anxiety, mental health issues, attachment and difficulties coping with every day things for both pupils and parents. Parents will have sessions with the councillor about coping with the complex special needs of their children.</p> <p>Meetings with evidence will be timetables throughout the year.</p>	<p>Work will continue with evidence of improvement from the pupils seen the previous years. We will have feedback from both pupils and parents.</p> <p>Evidence will be supplied to Governors on the impact of having counselling facilities in school</p>	<p>S per year 1 and 2.</p>
Light-touch review notes	<p>Miss Kibuka has had a continuous caseload seeing both parents and pupils in school.</p> <p>Miss Kibuka is offering both counselling and mental health support.</p> <p>She is also offering advice of coping mechanisms for parents/carers with children with special needs</p>		

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	£15000 – half salary Councillor	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£15000 – half salary Councillor	Year 3	£15000 – half salary Councillor
	Total anticipated expenditure:	£45000 over 3 years				
Actual expenditure	Year 1	£1500 to spend	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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