



Pupil Premium Strategy

St Louis Catholic Academy three year strategy

2021/2022, 2022/2023 and 2023/2024

Our philosophy

At St Louis Catholic Academy, 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
- Providing a broad and balanced curriculum for all children
- Developing independent learners with the skills to progress well
- Ensuring that the PPG reaches the pupils who need it most
- Responding to mental wellbeing needs of disadvantaged pupils

Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Delay in achieving ELGs	Poor attendance
Poor language and communication skills	Poor resilience and listening skills
Early career teachers need support to maintain outstanding teaching	Lack of parental engagement
Need to develop TAs to provide high quality short-term targeted support	Lack of confidence to aim high, stay positive and problem solve
Not arriving at school ready to learn	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
- Be aware of wider funding opportunities that can be accessed to support disadvantaged children to excel

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 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. Outstanding teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen interventions. This focussed approach ensures the best chance of success for each intervention.

Quality of teaching

1. Trust support to develop excellence in teaching practice with a focus on reading and writing.
2. Investment in a programme of maths training to improve the quality of maths teaching.

3. A robust CPD development programme supporting teachers and support staff in delivery high quality teaching and learning within the classroom
4. Professional development: Use of appraisal to identify staff development needs that contribute to improved teaching and support to learners
5. Support for early career teachers: additional training and mentoring to develop their best practice

Targeted academic support

1. Structured interventions: Introducing interventions for pupils using PiXL assessment to identify gaps in learning and to provide short term therapies to close learning gaps
2. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations
3. Small group tuition: Introducing targeted English and maths teaching for pupils who are at age-related expectations and with support can achieve GDS
4. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs

Wider strategies

1. Access to learning of a musical instrument to improve concentration and focus
2. Participation in Skillsbuilder to develop a range of positive learning behaviours
3. Participation in Forest School and other extracurricular clubs
4. Foster links with parents using extracurricular taster sessions that bring families into school
5. Participation in working towards Artsmark Silver Award to widen authentic cultural offer

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, supported by PiXL.

The progress of pupils in receipt of the PPG is regularly discussed with class teachers and at termly performance review meetings.

Performance data, including that for PPG learners is presented to Governors termly.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Headteacher is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

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

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

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

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

Our funding

Funding summary: Year 1					
Total number of pupils	307	PPG received per pupil	£1,345	Indicative PPG as advised in School Budget Statement	£45,285
		Number of pupils eligible for PPG	34	Actual PPG budget	£45,285
Funding estimate: Year 2					
Estimated pupil numbers	315				
Estimated number of pupils eligible for PPG	34 Revised September 2023 46 of 299 pupils (15.4 %)				
Estimated funding	£46,000 (revised Sept 2022 to £ 54,000) Dec 2022 – estimate £54,000 (Feb 2023 based upon census time and set annually remains £54,000) February 2023 - £35,000 committed £19,000 outstanding spend				
Funding estimate: Year 3					
Estimated pupil numbers	315 Years Reception to Year 6				

Estimated number of pupils eligible for PPG	54
Estimated funding	£54,000

Intervention planning in full

Summary: Breakdown of Spending

	Intervention	Year 1	Year 2	Year 3	TOTAL
1	Ensuring an 'outstanding' teacher is in every class	£8,285	£8,500	£11,000	£27,785
2	Closing the attainment gap between disadvantaged pupils and their peers	£9,000	£10,000 revised to £18,000	£13,000	£40,000
3	Providing targeted academic support for pupils who are not making the expected progress	£8,000	£8,500	£11,000	£27,500
4	Develop TAs to have the skills to provide high quality support	£5,000	£5,500	£6,000	£16,500
5	Addressing non-academic barriers to attainment such as attendance and behaviour	£2,000	£2,000	£2,000	£6,000
6	Provide a broad and balanced curriculum for all disadvantaged children. Developing independent learners with the skills to progress well	£2,000	£2,000	£2,000	£6,000
7	Ensuring that the PPG reaches the pupils who need it most	£785	£500	£500	£1,785
8	Responding to mental wellbeing needs of disadvantaged pupils	£5,000	£5,000	£5,000	£15,000
9	Support for early career teachers: additional training and mentoring to develop their best practice	£5,215	£4,000	£3,500	£12,715
	TOTAL	£45,285	£46,000 £54,000 Revised	£54,000	£153,285

Intervention:	1. Ensuring an 'outstanding' teacher is in every class
Category:	Quality of teaching

Intended outcomes:	Improve the quality of teaching and have an 'outstanding' teacher in every classroom by the end of year 3		Success criteria:	Every teacher has been judged 'outstanding' by internal assessment
Staff leads:	Headteacher and Phase Leaders / English, Maths and RE Leaders			
Implementation	Year 1	Year 2	Year 3	
	<p>How we will implement this intervention in year 1:</p> <p>All teaching staff receive weekly CPD professional development based on assessed need</p> <p>Targeted individual training and development directed to professional development identified at annual appraisal and in response to identified need.</p> <p>Opportunities to work with peers across Trust schools arranged as a development opportunity</p> <p>Cover provided where necessary to release staff for training and development</p> <p>Subject leaders supported to excel in their leadership area with targeted training and development</p> <p>Teaching support staff access training and development through appraisal process with a focus on reading, writing and maths</p> <p>All TAs supported to train to level 3</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>All teaching staff receive weekly CPD professional development based on assessed need</p> <p>Targeted individual training and development directed to professional development identified at annual appraisal and in response to identified need.</p> <p>Opportunities to work with peers across Trust and Suffolk schools arranged as a development opportunity</p> <p>Cover provided where necessary to release staff for training and development</p> <p>Subject leaders supported to excel in their leadership area with targeted training and development.</p> <p>Teaching support staff access training and development through appraisal process</p> <p>All TAs supported to train to level 3</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>All teaching staff receive weekly CPD professional development based on assessed need</p> <p>Targeted individual training and development directed to professional development identified at annual appraisal and in response to identified need.</p> <p>Opportunities to work with peers across Trust and Suffolk schools arranged as a development opportunity</p> <p>Cover provided where necessary to release staff for training and development</p> <p>Subject leaders supported to excel in their leadership area with targeted training and development.</p> <p>Teaching support staff access training and development through appraisal process</p> <p>All TAs supported to train to level 3</p>	

	2 level 3 TAs mentored and supported to achieve level 4 HLTA qualification	Identified TAs trained to level 3 TAs mentored and supported to achieve level 4 HLTA qualification	Identified TAs trained to level 3 TAs mentored and supported to achieve level 4 HLTA qualification
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 1.]</p> <p>All teaching staff received weekly CPD professional development based on assessed need</p> <p>Targeted individual training was given and development directed to professional development identified at annual appraisal and in response to identified need.</p> <p>Opportunities to work with peers across Trust schools arranged as a development opportunity for subject leaders through working groups. This included RE peer review Triad, writing moderation, network groups for Safeguarding, EYFS.</p> <p>Cover to release staff for training and development was provided. 2 HLTA were trained</p> <p>Subject leaders supported to excel in their leadership area with targeted training and development. This was limited because of ongoing staff absences and prioritisation for teachers to provide quality first teaching. However, English lead completed Greenfield development training. Funding to develop the maths subject leader was obtained but not used. This will be directed towards the new Maths Subject Leader. Cambridge Maths Hub re-joined.</p>	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 2.]</p> <p>Weekly staff CPD</p> <p>Weekly SEN TA development</p> <p>Writing Moderation with Paddocks February 2023 and June 2023</p> <p>SLIN review Maths with Walsham Le Willows and Paddocks Primaries</p> <p>Subject leader release time</p> <p>Subject leader training Autumn Term</p> <p>Subject Leader reviews History/Geography, Science</p> <p>Mental Health Leader Training ongoing</p> <p>SEN training for Senco</p> <p>Amy Weaver Review of SEN service January 2023</p> <p>Little Wandle Wensum review of phonics December 2022</p> <p>Engagement with Russell Clark Standards and Excellence Officer at Suffolk CC</p> <p>Early Career Teacher training, release time and mentoring</p> <p>3 Mental Health First Aiders trained</p> <p>Additional Drawing and Talking Trainer trained</p> <p>Wensum English Hubs phonics support</p> <p>Senco appointed mental health lead and received Anna Freud Lead training</p>	<p>Final review notes:</p> <p>[Use this space to review the overall success of your intervention.]</p>
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	<p>Engagement with Russell Clark newly appointed Standards and Excellence Officer Education, Skills and Learning Suffolk CC made.</p> <p>SLIN school triad improvement group ongoing</p> <p>Teaching support staff access training and development through appraisal process with a focus on reading, writing and maths</p> <p>All TAs supported to train to level 3. One TA completed but one elected to withdraw</p> <p>2 staff Nuffield Early Language Intervention (NELI) trained</p> <p>2 level 3 TAs mentored and supported to achieve level 4 HLTA qualification</p> <p>NPQ leadership training provided to RE Subject Leader</p> <p>2022 2023</p> <p>2 teachers to be enrolled on leadership training</p>	<p>MITA Project – 3 meetings held</p> <p>Extra-curricular offer of free clubs to all PP children (3 terms)</p> <p>PKC training for subject leaders</p> <p>Greenfields Education training for English Lead and teachers</p> <p>TA training held fortnightly with SENCo</p> <p>Additional lunchtime activities for PP children</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 yes • 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 Yes • 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	£8,285	Is expenditure anticipated to increase, decrease or remain the same?	Increase	Is expenditure anticipated to increase, decrease or remain the same?	Stay the same
			Year 2	£8,500	Year 3	£11,000
	Total anticipated expenditure:	Year 1 £16,785				
Actual expenditure	Year 1	£8,285	Year 2	£8,500	Year 3	
			Did expenditure increase, decrease or remain the same?	Increased <input checked="" type="checkbox"/> Yes 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:	Year 1&2 £76,285				

Intervention:	2. Closing the attainment gap between disadvantaged pupils and their peers		
Category:	Quality of teaching		
Intended outcomes:	Attainment gap of disadvantaged pupils falling behind removed and more able disadvantaged pupils achieve GDS	Success criteria:	All disadvantaged children achieve age related expectations or above
Staff lead:	Headteacher and Performance Leader		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Use PiXL to support assessment and intervention planning to close attainment gaps</p> <p>Use Insight to track and identify next steps teaching</p> <p>Hold termly individual pupil reviews to plan next steps in teaching of disadvantaged pupils</p> <p>Continuously assess the impact of short term interventions and revise where required</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Use PiXL to support assessment and intervention planning to close attainment gaps</p> <p>Use Insight to track and identify next steps teaching</p> <p>Hold termly individual pupil reviews to plan next steps in teaching of disadvantaged pupils</p> <p>Continuously assess the impact of short term interventions and revise where required</p> <p>Maintain Quality First teaching for all disadvantaged pupils</p> <p>Use Reading Gladiators to develop GDS reading for disadvantaged readers</p> <p>Use in Code X texts to support less able readers to achieve age related reading skills</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Use PiXL to support assessment and intervention planning to close attainment gaps</p> <p>Use Insight to track and identify next steps teaching</p> <p>Hold termly individual pupil reviews to plan next steps in teaching of disadvantaged pupils</p> <p>Continuously assess the impact of short term interventions and revise where required</p>

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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 1.]</p> <p>Used PiXL to support assessment and intervention planning to close attainment gaps</p> <p>Used Insight to track and identify next steps teaching</p> <p>Held termly individual pupil reviews to plan next steps in teaching of disadvantaged pupils</p> <p>Continuously assess the impact of short term interventions and revise where required</p> <p>Maintain Quality First teaching for all disadvantaged pupils</p> <p>Used Reading Gladiators to develop GDS reading for disadvantaged readers</p> <p>Readers achieving Expected or Greater Depth</p> <p>EXP and GDS</p> <p>Yr 1 (4chn) 1EXP</p>	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 2.]</p> <p>PiXL and Insight licences renewed and in use</p> <p>4 meetings held with PiXL Associate</p> <p>Reading Gladiators for Years 4 to 6 delivered by Academic Mentor : Dee Fraser</p> <p>Cusp reading scheme is evidencing improved reading skills (Insight progress data)</p> <p>Reading Spine Cusp books purchased</p> <p>Reading books for classrooms provided</p> <p>Phonics reading resources improved</p> <p>Dyslexia Gold in use for PP families whose reading is below age- related expectations</p> <p>Readers achieving at Expected or Greater Depth</p> <p>Yr1/2</p> <p>Rowan 2 blw 2 wts 3exs</p> <p>Oak 2 exs</p> <p>Yr3/4</p> <p>Beech 3 blw</p> <p>Elm 1 blw 1 exs</p> <p>Yr 5/6</p> <p>Haz 1 blw 3 exs 1 gds</p> <p>Map 1wts 3 exs</p> <p>Larch 7 exs</p>	<p>Final review notes:</p> <p>[Use this space to review the overall success of your intervention.]</p>
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	<p>Yr 2 (3chn) 1EXP Yr 3 (7chn) 1EXP Yr4 (8chn) 3EXP Yr5 (5chn) 3EXP Yr6 (6chn) 3EXP 1GDS</p> <p>Invest in Code X texts to support less able readers to achieve age related reading skills</p>	<p>Reading</p> <p>Legend: 0% 25% 50% 75%</p> <table border="1"> <thead> <tr> <th>Class</th> <th>Group</th> <th>Average</th> <th>0%</th> <th>25%</th> <th>50%</th> <th>75%</th> </tr> </thead> <tbody> <tr> <td>BEE</td> <td>3 people</td> <td>Average: 81%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>100%</td> </tr> <tr> <td>ELN</td> <td>2 people</td> <td>Average: 67%</td> <td>0%</td> <td>0%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>HAZ</td> <td>8 people</td> <td>Average: 67%</td> <td>20%</td> <td>0%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>LAR</td> <td>7 people</td> <td>Average: 100%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>100%</td> </tr> <tr> <td>LBN</td> <td>6 people</td> <td>Average: 67%</td> <td>0%</td> <td>0%</td> <td>33%</td> <td>67%</td> </tr> <tr> <td>MAF</td> <td>3 people</td> <td>Average: 67%</td> <td>0%</td> <td>33%</td> <td>0%</td> <td>67%</td> </tr> <tr> <td>QAK</td> <td>2 people</td> <td>Average: 67%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>100%</td> </tr> <tr> <td>ROP</td> <td>7 people</td> <td>Average: 67%</td> <td>25%</td> <td>25%</td> <td>0%</td> <td>50%</td> </tr> </tbody> </table>	Class	Group	Average	0%	25%	50%	75%	BEE	3 people	Average: 81%	0%	0%	0%	100%	ELN	2 people	Average: 67%	0%	0%	50%	50%	HAZ	8 people	Average: 67%	20%	0%	60%	20%	LAR	7 people	Average: 100%	0%	0%	0%	100%	LBN	6 people	Average: 67%	0%	0%	33%	67%	MAF	3 people	Average: 67%	0%	33%	0%	67%	QAK	2 people	Average: 67%	0%	0%	0%	100%	ROP	7 people	Average: 67%	25%	25%	0%	50%	
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Anticipated expenditure	Year 1	£9,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase	Is expenditure anticipated to increase, decrease or remain the same?	Increase	
			Year 2	£18,000	Year 3	£13,000	
	Total anticipated expenditure:	£30,000					
Actual expenditure	Year 1	£ 9,000	Year 2	£18,000	Year 3	£	
			Did expenditure increase, decrease or remain the same?	Increased yes 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:	££27,000				

Intervention:	3. Providing targeted academic support for pupils who are not making the expected progress		
Category:	Quality of teaching		
Intended outcomes:	Children achieve age related expectations when assessed and no longer require targeted support	Success criteria:	All disadvantaged children achieve age related expectations or above
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>TAs and HLTAs are effective in delivering PiXL therapies and other targeted interventions</p> <p>PiXL assessments are regularly used to measure progress and support teacher assessments</p> <p>Phase leaders hold weekly meetings with their teaching teams to ensure that disadvantaged learners are on track to reach age related expectations</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>TAs and HLTAs are effective in delivering PiXL therapies and other targeted interventions</p> <p>PiXL assessments are regularly used to measure progress and support teacher assessments</p> <p>Phase leaders hold weekly meetings with their teaching teams to ensure that disadvantaged learners are on track to reach age related expectations</p> <p>NELI speech and language support is provided by a trained TA.</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>TAs and HLTAs are effective in delivering PiXL therapies and other targeted interventions</p> <p>PiXL assessments are regularly used to measure progress and support teacher assessments</p> <p>Phase leaders hold weekly meetings with their teaching teams to ensure that disadvantaged learners</p>

	<p>NELI speech and language support is provided by a trained TA.</p> <p>An additional TA is trained to deliver NELI speech and language interventions</p>		<p>are on track to reach age related expectations</p> <p>NELI speech and language support is provided by a trained TA.</p>
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Light-touch review notes

Annual review notes:

[Use this space to review the success of your intervention in year 1.]

TAs and HLTAs are effective in delivering PiXL therapies and other targeted interventions but pupil and staff absences impacted upon pupil progress

PiXL assessments were regularly used to measure progress and support teacher assessments

Phase leaders held weekly meetings with their teaching teams to ensure that disadvantaged learners are on track to reach age related expectations

NELI speech and language support was provided by a trained TA.

An additional TA is trained to deliver NELI speech and language interventions and it moving up with Reception year to provide interventions. An additional TA will be NELI

Annual review notes:

[Use this space to review the success of your intervention in year 2.]

Catch up interventions for RWM in place

NELI interventions in place

Phase leader briefings in place

Use of Dyslexia Gold reading intervention

Maths interventions impacting on progress

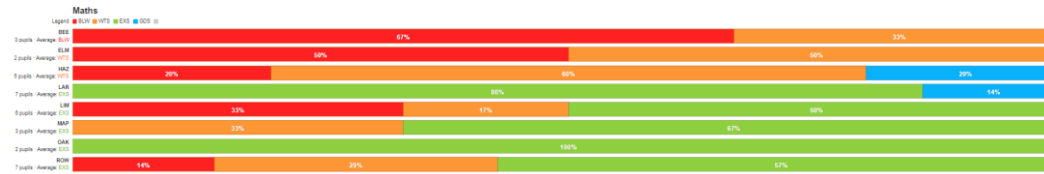
Yr 1&2

15 pupils 3 blw , 3 wts , 9 exs by end of KS2

Yr 3&4 5 pupils 3 blw, 2 wts

Yr 5&6 15 pupils 1blw, 4 wts, 9exp, 2gds

In EYFS, 4PP pupils met a good level of development



Final review notes:

[Use this space to review the overall success of your intervention.]

	<p>trained for Reception class 2022 23</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 yes • 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 yes • 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"/>

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Anticipated expenditure	Year 1	£8,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same yes	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	£8,500	Year 3	£11,000
	Total anticipated expenditure:	£27,500				
Actual expenditure			Year 2	£8,500	Year 3	£
	Year 1	£	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same yes	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:	£16,500				

Intervention:	4. Develop TAs to have the skills to provide high quality support						
Category:	Quality of teaching						
Intended outcomes:	Classroom based learning support and targeted interventions are effective and support accelerated learning for disadvantaged pupils			Success criteria:	Disadvantaged pupils achieve age related expectations or higher in English, Reading and Maths and make good progress in Foundation subjects		
Staff lead:							
Implementation	Year 1		Year 2		Year 3		

	<p>How we will implement this intervention in year 1:</p> <p>TAs are supported to be trained to level 3</p> <p>Level 3 trained TAs are supported to train to level 4 where they meet the requirements of the training provider</p> <p>English, Reading, Maths and phonics training and development is provided to all TAs</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>TAs are supported to be trained to level 3</p> <p>Level 3 trained TAs are supported to train to level 4 where they meet the requirements of the training provider</p> <p>English, Reading, Maths and phonics training and development is provided to all TAs</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>TAs are supported to be trained to level 3</p> <p>Level 3 trained TAs are supported to train to level 4 where they meet the requirements of the training provider</p> <p>English, Reading, Maths and phonics training and development is provided to all TAs</p>
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 1.]</p> <p>TAs are supported to be trained to level 3</p> <p>Level 3 trained TAs are supported to train to level 4 where they meet the requirements of the training provider</p> <p>English, Reading, Maths and phonics training and development is provided to all TAs</p> <p>2 TAs progressed to HLTA by February 2022</p>	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 2.]</p> <p>TA development training ongoing</p> <p>SEN training for TAS and teachers ongoing</p> <p>MITA project joined (Trust led programme of development)</p>	<p>Final review notes:</p> <p>[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 yes • 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 yes • 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	£5,000	Is expenditure anticipated to increase, decrease or remain the same?	Increase	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same
			Year 2	£5,500 £3,500 spent	Year 3	£6,000
	Total anticipated expenditure:	£15,500				
Actual expenditure			Year 2	£5,500	Year 3	£
	Year 1	£5,000	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input checked="" type="checkbox"/> yes	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:	£10,500				

Intervention:	5. Addressing non-academic barriers to attainment such as attendance and behaviour.		
Category:	Wider strategies		
Intended outcomes:	Children arrive in school ready to learn	Success criteria:	<p>Poor attendance in disadvantaged learners is addressed promptly</p> <p>The causes of poor behaviour in any disadvantaged pupils is quickly addressed and pupils are encouraged to develop good learning behaviours</p> <p>Developing independent learners with the skills to progress well</p>
Staff lead:	Phase leaders		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Participate in bursary funded accelerator Skillsbuilder programme to develop individual positive learning behaviours</p> <p>Offer free to access extracurricular sports, Forest School, music, art and yoga clubs to disadvantaged children.</p> <p>Provide free to access holiday club to disadvantaged children</p> <p>Review attendance routinely and hold meetings with families of poor attending disadvantaged pupils to ensure improving attendance</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Participate in accelerator Skillsbuilder programme to develop individual positive learning behaviours</p> <p>Offer free to access extracurricular sports, Forest School, music, art and yoga clubs to disadvantaged children.</p> <p>Provide free to access holiday club to disadvantaged children</p> <p>Review attendance routinely and hold meetings with families of poor attending disadvantaged pupils to ensure improving attendance</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Participate in accelerator Skillsbuilder programme to develop individual positive learning behaviours</p> <p>Offer free to access extracurricular sports, Forest School, music, art and yoga clubs to disadvantaged children.</p> <p>Provide free to access holiday club to disadvantaged children</p> <p>Review attendance routinely and hold meetings with families of poor attending disadvantaged pupils to ensure improving attendance</p>

	<p>Participate in Newmarket Pony Academy programme for disadvantaged pupils in year 5 and 6</p> <p>Subsidise all learning visits for disadvantaged pupils by 50%</p> <p>Provide mental health first aid and drawing and talking therapy to identified disadvantaged children in need of support</p>	<p>The number of PP learners with poor attendance has reduced and school was in top 25% of schools performance based on FFT Aspire schools data by the end of 2022 2023 .</p> <p>Participate in Newmarket Pony Academy programme for disadvantaged pupils in year 5 and 6, releasing 1 TA to attend</p> <p>Subsidise all learning visits for disadvantaged pupils by 50%</p> <p>Provide mental health first aid and drawing and talking therapy to identified disadvantaged children in need of support</p> <p>Introduced cooking club and relaxation class with priority spaces for PP learners</p>	<p>Participate in Newmarket Pony Academy programme for disadvantaged pupils in year 5 and 6, contributing towards operating costs</p> <p>Subsidise all learning visits for disadvantaged pupils by 50%</p> <p>Provide mental health first aid and drawing and talking therapy to identified disadvantaged children in need of support</p>
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<p>Light-touch review notes</p>	<p>How we will implement this intervention in year 1:</p> <p>Participate in bursary funded accelerator Skillsbuilder programme to develop individual positive learning behaviours. PP group meetings held to develop resilience and aiming high skills</p> <p>Offered free to access extracurricular sports, Forest School, music, art and yoga clubs to disadvantaged children.</p> <p>HAF programme ran in school over holidays providing free to access holiday club to disadvantaged children and helped children to attend catch up maths holiday programme.</p> <p>Reviewed attendance routinely and hold meetings with families of poor attending disadvantaged pupils to ensure improving attendance. However, EWOL services paid for from March because of ongoing difficulties in securing good attendance for all PP children.</p> <p>3 PP chn funded to attend Treetops to support being in school on time and completing homework</p> <p>Participated in Newmarket Pony Academy programme for disadvantaged pupils in year 5 and 6. Weekly club attended by 2 children. 1 PP child accessed Summer holiday week.</p> <p>PP chn offered Maths catch up tuition (9 sessions in small groups (1:1, 1:3 or 1:5 ratio) .</p>	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 2. Record whether pupils' goals were met.]</p> <p>Skillsbuilder participation</p> <p>HAF ran at Christmas</p> <p>School funded PP spaces at holiday club Spring half term</p> <p>Free spaces provided to after school clubs</p> <p>1 child accessing weekly Pony Academy group</p>	<p>Final review notes:</p> <p>[Use this space to review the overall success of your intervention. Record whether pupils' goals were met.]</p>
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	<p>Subsidised all learning visits for disadvantaged pupils by 50%. Year 6 pupils paid £20 to attend a 3 day residential in Lincolnshire.</p> <p>Provided mental health first aid and drawing and talking therapy to identified disadvantaged children in need of support</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 yes • 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	£2,000	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same
			Year 2	£2,000 £2,000 spent	Year 3	£2,000
	Total anticipated expenditure:	£6,000				
Actual expenditure	Year 1	£2,000	Year 2	£2,000	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:	£4,000				

Intervention:	6. Provide a broad and balanced curriculum for all disadvantaged children. Developing independent learners with the skills to progress well		
Category:	Wider strategies		
Intended outcomes:	Pupils engaged in breadth of learning to develop self-study skills and widen interests	Success criteria:	Children actively engage in range of learning learning and encouraged to self-study
Staff lead:			
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Subject leaders support teachers to develop and teach a high quality, broad and balanced curriculum that inspires pupils to learn</p> <p>Laptops are made available for home learning of disadvantaged pupils</p> <p>Access to high quality reading books provided for readers of all abilities</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Subject leaders support teachers to develop and teach a high quality, broad and balanced curriculum that inspires pupils to learn</p> <p>Laptops are made available for home learning of disadvantaged pupils</p> <p>Access to high quality reading books provided for readers of all abilities</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Subject leaders support teachers to develop and teach a high quality, broad and balanced curriculum that inspires pupils to learn</p> <p>Laptops are made available for home learning of disadvantaged pupils</p> <p>Access to high quality reading books provided for readers of all abilities</p>

<p>Light-touch review notes</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 1. Record whether pupils' goals were met.]</p> <p>Little Wandle reading scheme introduced for Reception readers Summer 1 term and KS1 Summer 2 term.</p> <p>Laptops for not able to access provided for use at home.</p> <p>Reception (6 chn) 1 met all goals 2 met all goals except reading and writing 3 did not meet goals (2 of these children SEN)</p> <p>Yr 1 (5 chn) 2 children SEN (1 not tested) BLW RWM 1 child EXP RWM 2 children EXP M WTS RW</p> <p>Yr 2 (5 chn) Reading 2 BLW 1EXP Writing 2 BL 1WTS Maths 3 WTS</p> <p>Yr 3 (8 chn) Reading 2 BLW (SEN) , 5WTS, 1 EXS Writing 3BLW 3WTS 2EXP Maths 6 BLW 2 WTS</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 2. Record whether pupils' goals were met.]</p> <p>Little Wandle in Reception upwards</p> <p>Assessment is showing good reading progress. Catch up for children falling behind</p> <p>Dyslexia Gold purchased to support reading accelerated catch up in school and at home – laptops provided for home if requested</p> <p>St Louis Foundation curriculum providing a knowledge rich curriculum for science, history, geography, art, D&T</p> <p>Early reading in EYFS on track</p> <p>Year 1&2 below national performance in phonics checks</p> <p>By the end of KS2, children are making good progress in reading</p>	<p>Final review notes: [Use this space to review the overall success of your intervention. Record whether pupils' goals were met.]</p>
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	<p>Year 4 (8 chn)</p> <p>Reading 2BLW 3WTS 3EXS Writing 2BLW 4WTS 2EXP Maths 2BLW 3WTS 3EXP</p> <p>Year 5</p> <p>Reading 2BLW 3WTS 1 EXS Writing 1BLW 4WTS 1 EXP Maths 1BLW 3WTS 1EXP 1 GDS</p> <p>Year 6 (6 chn)</p> <p>Reading 3 BLW 2 EXS 1GDS Writing 1BLW 3WTS 1EXP 1 GDS Maths 4BLW 1 EXS 1 GDS</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 KS2 • Below expectations KS1 	<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 yes • 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	£2,000	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same
			Year 2	£2,000	Year 3	£2,000
	Total anticipated expenditure:	£6,000				
Actual expenditure	Year 1	£2,000	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same	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:	£4,000				

Intervention:	7. Ensuring that the PPG reaches the pupils who need it most		
Category:	Wider strategies		
Intended outcomes:	All pupils who are eligible for PPG access it	Success criteria:	All eligible pupils access PPG
Staff lead:	Headteacher, Admin Manager		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Parents and carers of all eligible PPG pupils joining school are supported to apply for the grant</p> <p>Newsletters and communications home regularly signpost how to apply for PPG</p> <p>Parents and carers are invited into school regularly to provide opportunities to support vulnerable pupils and outreach to harder to reach groups</p> <p>Employment opportunities in school are advertised to disadvantaged parents and carers</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Parents and carers of all eligible PPG pupils joining school are supported to apply for the grant</p> <p>Newsletters and communications home regularly signpost how to apply for PPG</p> <p>Parents and carers are invited into school regularly to provide opportunities to support vulnerable pupils and outreach to harder to reach groups</p> <p>Employment opportunities in school are advertised to disadvantaged parents and carers</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Parents and carers of all eligible PPG pupils joining school are supported to apply for the grant</p> <p>Newsletters and communications home regularly signpost how to apply for PPG</p> <p>Parents and carers are invited into school regularly to provide opportunities to support vulnerable pupils and outreach to harder to reach groups</p> <p>Employment opportunities in school are advertised to disadvantaged parents and carers</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 1.]</p> <p>Pupils accessing PP has increased through regular newsletters, 1 to 1 approach to families</p> <p>2022 2023 PP will be £54, 015</p> <p>All employment opportunities advertised to all families</p>	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 2.]</p> <p>Families supported to access PP funding</p> <p>Regular outreach to encourage uptake in Parentmail, face to face contact, newsletters.</p> <p>Numbers accessing free school meals is increasing</p>	<p>Final review notes:</p> <p>[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 all year groups • 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 yes • 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	£785	Is expenditure anticipated to increase, decrease or remain the same?	Decrease	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same
			Year 2	£500	Year 3	£500
	Total anticipated expenditure:	£1,785				
Actual expenditure	Year 1	£785	Year 2	£500	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:	£1,285				

Intervention:	8. Responding to mental wellbeing needs of disadvantaged pupils		
Category:	Wider strategies		
Intended outcomes:	To develop good mental wellbeing and provide support to vulnerable pupils	Success criteria:	Pupils have access to mental wellbeing services
Staff lead:	PSHCE Subject Leader		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Further develop the team of mental health first aiders and encourage disadvantaged pupils to speak to trained staff</p> <p>Train a mental health leader to co-ordinate services that develop good mental health</p> <p>Develop the skills of drawing and talking therapists and identify pupils who can benefit from this support</p> <p>Provide extracurricular yoga and Forest School sessions to disadvantaged pupils</p> <p>Support disadvantaged Young Carers to enrol and access services with Suffolk Young Carers</p> <p>Deliver mental wellbeing sessions as part of the PSHCE curriculum</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Further develop the team of mental health first aiders and encourage disadvantaged pupils to speak to trained staff. Train additional staff to ensure mental health first aiders in every phase</p> <p>Train a mental health leader to co-ordinate services that develop good mental health</p> <p>Develop the skills of drawing and talking therapists and identify pupils who can benefit from this support</p> <p>Provide extracurricular yoga and Forest School sessions to disadvantaged pupils</p> <p>Support disadvantaged Young Carers to enrol and access services with Suffolk Young Carers</p> <p>Deliver mental wellbeing sessions as part of the PSHCE curriculum</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Further develop the team of mental health first aiders and encourage disadvantaged pupils to speak to trained staff. Train additional staff to ensure mental health first aiders in every phase</p> <p>Train a mental health leader to co-ordinate services that develop good mental health</p> <p>Develop the skills of drawing and talking therapists and identify pupils who can benefit from this support</p> <p>Provide extracurricular yoga and Forest School sessions to disadvantaged pupils</p> <p>Support disadvantaged Young Carers to enrol and access services with Suffolk Young Carers</p> <p>Deliver mental wellbeing sessions as part of the PSHCE curriculum</p>

		<p>Introduced Chatty Chefs cooking club</p> <p>Introduced relaxation for UKS2</p> <p>Purchased equipment to introduce morning Sensory Circuits from 2023 2024 with PP children accessing where need identified</p>	
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<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>Additional mental health first aiders trained</p> <p><u>Mental Health First Aiders</u> 6 trained but 1 teacher left school in August 2022 3 teachers 1 HLTA 3 TAs</p> <p><u>Drawing & Talking</u> 6 trained but 1 teacher left school in August 2022 3 teachers 1 HLTA 2 HLTAs</p> <p>8 PP Young Carers in school</p> <p>Forest school offer: all PP children accessed Forest School in years Reception to 4. A free after school club ran for years 4 and 5</p> <p>All clubs after school and lunch clubs were offered to PP free of charge</p> <p>3 PP were offered free wrap around care to encourage attendance in school</p>	<p>Annual review notes: [Use this space to review the success of your intervention in year 2.]</p> <p>Mental Health First Aid team in place</p> <p>Drawing and Talking in place</p> <p>Forest School club for PP children ran in Spring Term</p> <p>Club spaces for PP children free of charge</p> <p>SENCo trained to be Mental Health Lead in Summer Term</p>	<p>Final review notes: [Use this space to review the overall success of your intervention.]</p>
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	<p>The trained mental health lead teacher left school in August and a new lead has been identified and will be trained.</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 checked="" 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 checked="" 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	£5,000	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same	Is expenditure anticipated to increase, decrease or remain the same?	Remain the same
			Year 2	£5,000	Year 3	£5,000
	Total anticipated expenditure:	£15,000				
Actual expenditure			Year 2	£5,000	Year 3	£
	Year 1	£5,000	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input checked="" 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:	£10,000				

Intervention:	9. Support for early career teachers: additional training and mentoring to develop their best practice		
Category:	Wider strategies		
Intended outcomes:	Improve the quality of teaching and have an 'outstanding' teacher in every classroom by the end of year 3	Success criteria:	Every teacher has been judged 'outstanding' by internal assessment
Staff lead:	Phase Leader for teacher training and development		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>Provide a development programme that develops the skills and experiences of Early Career Teachers</p> <p>Provide release time to enable observation opportunities within Trust schools</p> <p>Provide phase leader mentoring to support development of outstanding teaching</p> <p>Work collaboratively with Trust schools to support Early Career Teachers</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Provide a development programme that develops the skills and experiences of Early Career Teachers</p> <p>Provide release time to enable observation opportunities within Trust schools</p> <p>Provide phase leader mentoring to support development of outstanding teaching</p> <p>Work collaboratively with Trust schools to support Early Career Teachers</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Provide a development programme that develops the skills and experiences of Early Career Teachers</p> <p>Provide release time to enable observation opportunities within Trust schools</p> <p>Provide phase leader mentoring to support development of outstanding teaching</p> <p>Work collaboratively with Trust schools to support Early Career Teachers</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 1.]</p> <p>One ECT progressed to QTS in 2022 23</p> <p>St Louis worked collaboratively with Trust Schools</p> <p>Visits to schools were not completed because of staff absences and Covid restrictions</p> <p>School prioritised maintaining teachers in class where possible</p> <p>An ECT will be supported by an experienced KS2 Phase Leader in 2022 2023</p>	<p>Annual review notes:</p> <p>[Use this space to review the success of your intervention in year 2.]</p> <p>ECT in year 1 of 2 year training</p> <p>Phase leader/ Assistant Headteacher supports ECT at weekly meetings, observations and joint teaching</p> <p>ECT CPD ongoing</p>	<p>Final review notes:</p> <p>[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 yes • 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	£5,215	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	£4,000	Year 3	£3,500
	Total anticipated expenditure:	£12,715				
Actual expenditure	Year 1	£5,215	Year 2	£4,000	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input checked="" type="checkbox"/> yes	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:	£9,215				