

Diocese of Gloucester Academies Trust

St James' Primary School

3-year long-term pupil premium strategy

Year 3 -2021-2022

Our philosophy

'Inspiring and growing for fullness of life'. At St James' this statement really matters and is fundamental to our vision of the journey that pupils take at our school. We provide the highest quality education within the context of caring Christian belief and practices. Our children are all individual and unique; they have all been and are going on a different journey but our mission is to ensure that we develop the whole child, by implementing a blend of short, medium and long-term interventions. We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP resulting in wider school improvements and increased readiness to learn. This also enables our children to grow for 'Fullness of Life', equipping them with skills to prepare them for the next stage in their education.

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 high quality teaching in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Barriers to future attainment

Academic barriers to attainment	Non-academic barriers to attainment
Some PP may not be working at an age related level and have conceptual gaps or misconceptions (reading, writing, maths)	Adopted out of care pupils are high within the school, some of these children have high anxiety levels and Special Needs as a result of their backgrounds, starts to life or experiences. Many have differing levels of attachment disorder and emotional intelligence and a variety of teaching styles and approaches are needed to help them feel safe and in control.

In some cases, learning skills may need developing – concentration and focus skills, attitude to learning, attachment disorder and associated needs, organisation, commitment, resilience	Multiple needs for some PP children (27% of PP children are on the SEND register, with 20% of those having an EHCP)
Early language and reading skills, speech and language skills, phonics, writing for all including previously high attaining pupil premium pupils	Social and emotional needs for some children and their families.

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. Improving teaching and learning for all pupils means that attainment and progress for all is improved
2. Develop pupils leading learning to further develop greater depth
3. To further develop an understanding of the teaching of reading, from EYFS to Y6 with a focus on understanding the development of phonics and early reading to reading for meaning through higher level skills in preparation for KS3

Targeted academic support

1. Structured interventions: To develop opportunities for oracy across the school; Phonic development and support in EYFS, Y1 and Y2
2. To have rigorous basic skills approaches in place for maths, phonics, reading, spelling and grammar
3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs

Wider strategies

1. Greater staff knowledge and understanding to support adopted pupils and promote learning; develop a holistic approach to supporting pupils via the TIMPSON research project; improve social and emotional outcomes for children and their families; support emotional needs of pupils so that they make better progress in their learning
2. To develop a policy and practice to support mental health and wellbeing in children and adults
3. Ensure that PP children have the same opportunities for enrichment outside of the curriculum that non PP children get.

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 subject teachers.
- School data will be shared with teachers and we will closely monitor the progress of these children. Staff at school review their academic progress, achievement and well being on a regular basis.
- Teachers will inform the pupil premium team should any child require any type of intervention. Identified children not making expected progress will receive intervention according to their need and may include but are not restricted to:

- **READING** — additional phonics interventions, high frequency word recognition, handwriting, daily reading sessions, Reading Eggs, dancing bears or Toe by Toe phonics and reading support for the high attainers
- **Writing** — targeted writing support, handwriting interventions, grammar and spelling interventions, 1:1 writing workshops for those needing support, those making good progress and the high attainers
- **Maths** — 1:1 maths support, small group work, Numicon, basic number skills, pre and post teach work
- **Social and emotional** — nurture work using SEAL activities, friendship play, pastoral team support, talking and drawing, additional TA support, anger management, Play Therapy and counselling (some of these are via Early Help) and parental support and guidance
- 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

- The Governors and school leaders alongside the Pupil Premium Team will identify additional funding through information collated in a variety of ways. School data will be shared with teachers and we will closely monitor the progress of these children. Staff at school review their academic progress, achievement and well-being on a regular basis.
- The Pupil Premium Team alongside the SENCO monitor and report to the Governing Body and works alongside the Pupil Premium Champion, Gail Scott who is a member of the governing body. She is responsible for reporting back to the Governing Body about the school's actions and developments.
- The school produces an annual document detailing the Pupil Premium Strategy and how the money is spent alongside its successes. This is published on the school website. The Pupil Premium team meets regularly with parents and carers to listen to their views—this enables support to be shape to meet their needs.
- 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 Governing Body is accountable for the way in which the school allocates funding to improve achievement of vulnerable pupils. Vulnerable pupils can be defined as, but not restricted to:
 - Children whose parents/carers are in receipt of free school meals (FSM)
 - Children whose parents/carers have been in receipt of free school meals (FSM) within the past 6 years
 - Children with one or more parent/carer who is a member of the armed forces
 - Children classed as Looked After Children who are cared for by a Local Authority

- Children who have ceased to be looked after by the Local Authority because of adoption, a special guardianship order or child arrangements order.

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£300

Our funding

Funding summary: Year 1 (2019-2020)					
Total number of pupils	414	PPG received per pupil	£1320 PP £2345 PP+	Indicative PPG as advised in School Budget Statement	£52,521.00
		Number of pupils eligible for PPG	37	Actual PPG budget	£52,521.00
Funding summary: Year 2 (2020-2021)					
Total number of pupils	417	PPG received per pupil	£1320 PP £2345 PP+	Indicative PPG as advised in School Budget Statement	£52,521.00
		Number of pupils eligible for PPG	39	Actual PPG budget	37X£1320 2X£2345 £53,530.00
Funding estimate: Year 3 (2021-2022)					
Estimated pupil numbers		417			
Estimated number of pupils eligible for PPG		40			
Estimated funding		£50,695 (taken from Income/Expenditure Report – June 2021)			

There was no published data for 2019-2020 because of COVID-19

There was no published data for 2020-2021 because of COVID-19

Intervention planning in full

Intervention:	Improving teaching and learning for all pupils means that attainment and progress for all is improved		
Category:	Quality of teaching		
Intended outcomes:	<ul style="list-style-type: none"> ○ Develop coaching strategies in order to facilitate CPD opportunities for all staff ○ Improve T&L through further development of Magenta/Kagan principles ○ Embed and monitor impact of marking policy and its consistency ○ To review and develop home learning that considers current research ○ Re-develop use of TAs in phase teams to improve outcomes for pupils using pre-teach, post-teach and gap closing techniques ○ Develop pupils leading learning to further develop greater depth (link to P4C) ○ Evaluate the impact of Y1 teaching to ensure transition between EYFS and Y2 	Success criteria:	<ul style="list-style-type: none"> ○ Staff become more aware of T&L practice and improve aspects of T&L opportunities for pupils ○ T&L continually improves and links to current research ○ Teachers given freedom/time to teach and plan ○ Marking impact on learning not teacher workload ○ Pupil lead learning successfully – they are able to discuss the impact ○ Y1 supports learning from EYFS to Year 2
Staff lead:	Teaching and Learning UPS group; all teachers		
Implementation	Year 1	Year 2	Year 3

	<ul style="list-style-type: none"> ○ create working party for coaching work ○ -build positive relationships with staff through coaching and mutual trust ○ -use of coaching techniques to discuss and upskill teaching practice & learning opportunities ○ -build staff confidence in analysing own teaching practice so that they identify areas to develop in T&L ○ use of video to analyse teaching and learning and use as a discussion tool ○ Video analysis to form part of professional dialogue ○ Staff training via Magenta Principles Training and Kagan active learning strategies. ○ Mastery in Maths development through Leading for Mastery Teaching and Research Group – staff training x6 sessions ○ Lesson observations and learning walks ○ Pupil Conferences ○ Children who are struggling to evidence their reasoning and problem solving skills will be identified in each phase. ○ Book Looks ○ INSIGHT to be used as a tracking tool - progress discussed in PIC meetings and interventions set accordingly. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> ○ We will continue to develop the coaching groups and develop confidence which will enable: <ul style="list-style-type: none"> ✓ building staff confidence in analysing own teaching practice so that they identify areas to develop in T&L ✓ use of video to analyse teaching and learning and use as a discussion tool ✓ Video analysis to form part of professional dialogue ○ Magenta Principles and Kagan active learning strategies will be embedded in our teaching across the curriculum. ○ Mastery in Maths will be refined and embedded across the school. 2x teachers from the Maths team will be part of the GLOW Maths Teaching and Research Group – Embedding Teaching for Mastery ○ Progress of children will be tracked closely in year groups through PIC meetings which will inform interventions and enable gaps in learning to be identified. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> ○ We will continue to develop the coaching groups and develop confidence which will enable: <ul style="list-style-type: none"> ✓ building staff confidence in analysing own teaching practice so that they identify areas to develop in T&L ✓ use of video to analyse teaching and learning and use as a discussion tool ✓ Video analysis to form part of professional dialogue ○ Magenta Principles and Kagan active learning strategies will be embedded in our teaching across the curriculum – Kagan training organised for INSET in September 2021. ○ Continue to monitor the impact of teaching for mastery in Maths and develop the use of Maths on Track sessions to improve recall and fluency. ○ Track progress and the impact of interventions closely through PIC meetings – slight adaptations to proforma regarding provision for PP children. ○ PP/pastoral team to meet regularly to review provision and impact.
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Light-touch review
notes

Annual review notes:

Coaching teams were established in T3/4 with all teachers filming at least one of their sessions for discussion with their group. Discussions were due to be held March/April 2020 but were postponed because of COVID. This year, use video analysis to form part of professional dialogue.

CPD to increase confidence with coaching, questioning and techniques.

New staff including two NQTs and TAs attended Kagan training and achieved Levels 1 and 2. Kagan structures being used widely across the school and are an integral part of our teaching. COVID guidelines for schools have meant adapting these structures.

INSIGHT being used effectively as an assessment tool to identify gaps in learning and inform interventions to address these.

Annual review notes:

Plans were in place to resume the coaching teams during T1/T2 but rising cases of COVID meant that teaching staff needed to remain in their bubbles. This has remained the case all year. However, with the change to guidance in schools from September 2021 regarding bubbles, coaching groups will be used to analyse and discuss videos of teaching and learning so that areas are identified for development. Although very different to the coaching model and intentions, remote learning did provide ample opportunities for teachers to record their lessons and to reflect on their own practice.

We have continued to use the Magenta principles and Kagan structures this year but have needed to make adaptations in KS2 because of guidelines meaning children having to sit in rows and being unable to move freely indoors. New members of staff attended Kagan virtual training.

Mastery in Maths has been refined and firmly embedded across the school.

2x teachers from the Maths team were part of the GLOW Maths Teaching and Research Group – Embedding Teaching for Mastery. Teachers from Y1-Y6 were able to attend planning clinics which provided high quality CPD. With changes to staffing and some staff moving from KS1 to KS2 and vice versa this was extremely valuable. Highlighted the need for extra concrete resources in Y1.

Progress of children has been tracked closely in year groups through PIC meetings which have informed interventions and enabled gaps in learning to be identified.

Final review notes:

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

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input checked="" 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	£2000	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£2000	Year 3	£2000
	Total anticipated expenditure:	£2000				
Actual expenditure	Year 1	£2000	Year 2	£	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"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input checked="" type="checkbox"/>
	Total actual expenditure:	£2000				

Intervention:	Develop pupils leading learning to further develop greater depth		
Category:	Quality of teaching		
Intended outcomes:	<ul style="list-style-type: none">○ To further develop and continue to embed moderation of ARE in foundation subjects○ To further develop effective provision in mathematics focusing on: Consistency of Ban-Har approaches; oracy for greater depth, differentiation by depth using ‘twist it’ and ‘stretch it’ and a Teach up/Keep up approach○ To review approaches to Reading and impact (Power of Reading, Craft of Writing) to support greater depth○ To embed spelling across the school○ To continue to develop writing across the school through genre progression	Success criteria:	<ul style="list-style-type: none">○ Greater Depth in Maths, Reading and writing are supported by an effective curriculum○ Drivers will be purposeful and enhance the curriculum○ Mastery approach - Maths No Problem - structure of Maths lessons gives all children the opportunity to progress through Do It, Twist It, Stretch It - carefully crafted lessons○ Children’s work will show progression○ Magenta and Kagan principles embedded to give the children tools for learning, developing their resilience to ‘have a go’ and develop independent thinking and approaches, creating opportunities for all to achieve.○ Consistent use of teaching terminology (Do it, Twist it, Stretch it.)○ Maths standards improve (raised % GD depth)○ Children who are struggling to evidence their reasoning and problem solving skills will be identified in each phase (PIC)○ Maths standards improve (raised % GD depth)○ Consistent systems for teaching maths in place○ Most children will be able to explain their thinking with more than one method/solution○ Progress rates at end of KS2 show an upward trend○ Reading standards improve for all groups○ Consistent systems for GR established○ Staff have raised confidence in developing pupils’ greater depth learning○ Greater Depth opportunities evident in pupils’ books
Staff lead:	LH, CS Maths - RW, KH, SM English - CP, JA All teachers		
Implementation	Year 1	Year 2	Year 3

	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> ○ Children will have access to concrete apparatus in all year groups to support their thinking ○ Children will lead learning by completing ‘In Focus’ tasks ○ Staff will share best practice and discuss the practicalities of developing learning from ‘In Focus’ tasks. ○ Staff to explore alternative recording techniques and how to support pupils who find explanation / language challenging ○ All children will have the opportunity to explore ‘Twist it’ and ‘Stretch it’ tasks in all topic areas of maths (e.g. addition, fractions and statistics) ○ Staff introduced to and start using CLPE Power of Reading (PoR) to support whole class guided reading – introduce at staff meeting ○ A consistent approach to GR systems to be agreed by staff ○ Staff meeting time to establish a shared understanding of ARE for reading and how GD can be achieved through whole class teaching 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> ○ Mastery in Maths will be refined and embedded across the school. 2x teachers from the Maths team will be part of the GLOW Maths Teaching and Research Group – Embedding Teaching for Mastery ○ Progress of children will be tracked closely in year groups through PIC meetings which will inform interventions and enable gaps in learning to be identified. ○ Use the vocabulary resources provided by Can Do Maths for each unit: <ul style="list-style-type: none"> ✓ What will I hear? What will I say? ✓ Generalised sentences. ✓ Sentence Stems ✓ Essential Vocabulary ○ Whole class guided reading across all year groups using CLPE Power of Reading and/or – Y3 to Y6 will use some of the Ashley Booth resources from his reading curriculum for KS2 – linked texts each week with discussion. ○ Whole class reader prioritised each day to ensure children have access to and study a text in its entirety from start to finish and build the skill of following a text through. We also use these lessons to focus on the skills of prediction and summary more so than in the Guided Reading sessions. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> ○ Mastery in Maths will be refined and embedded across the school. 2x teachers from the Maths team will be part of the GLOW Maths Teaching and Research Group – Sustaining Teaching for Mastery (Y3 of the project) ○ Progress of children will be tracked closely in year groups through PIC meetings which will inform interventions and enable gaps in learning to be identified – extra section added to the PIC forms to improve the provision and monitoring for PP and vulnerable children even further. ○ We will continue to use the vocabulary resources provided by Can Do Maths for each unit ensuring they are displayed on our Maths working walls. As well as improving oracy, this vocabulary will help them with their reasoning in written responses: <ul style="list-style-type: none"> ✓ What will I hear? What will I say? ✓ Generalised sentences. ✓ Sentence Stems ✓ Essential Vocabulary ○ Rich texts used throughout all year groups – consider mapping choices for each year group. English team will be aware of choices across the school. ○ Whole class guided reading will continue to be used consistently.
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Light-touch review
notes

Annual review notes:

KH/SM were part of the DGAT Maths TRG to embed mastery in maths, ensuring children can secure and deepen their understanding in manageable steps. Can Do Maths resources have been used to support this with staff meetings to provide CPD. Book looks and learning walks have shown consistency with this approach. RW/KH/SM aware of where support is needed and next steps.

Power of Reading being used to support whole class guided reading as well as being incorporated into English lessons.

Ashley Booth's reading curriculum also being used to support whole class reading in UKS2.

Whole class guided reading will be a focus for PM lesson observations during Term 2 2020.

Annual review notes:

Mastery in Maths has been refined and firmly embedded across the school.

2x teachers from the Maths team were part of the GLOW Maths Teaching and Research Group – Embedding Teaching for Mastery. Teachers from Y1-Y6 were able to attend planning clinics which provided high quality CPD. With changes to staffing and some staff moving from KS1 to KS2 and vice versa this was extremely valuable. Highlighted the need for extra concrete resources in Y1.

Progress of children has been tracked closely in year groups through PIC meetings which have informed interventions and enabled gaps in learning to be identified.

All year groups in KS2 have a consistent approach to whole class guided reading across all year groups using CLPE Power of Reading and/or – Y3 to Y6 have been using some of the Ashley Booth resources from his reading curriculum for KS2 – linked texts each week with discussion. These have been adapted to suit our curriculum and cohorts as necessary, especially in lower KS2. In KS1 we will develop a consistent approach to whole class guided reading. In Y6, the whole class guided reading resources had a very positive impact on outcomes for the children.

Class novels are used and we are planning to map out the texts used in each class to ensure a range of rich texts are being used.

Final review notes:

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

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input checked="" 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 checked="" 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	£850	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£850	Year 3	£850
	Total anticipated expenditure:	£850				
Actual expenditure	Year 1	£850	Year 2	£850	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"/>	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:	£850				

Intervention:	To further develop an understanding of the teaching of reading, from EYFS to Y6 with a focus on understanding the development of phonics and early reading to reading for meaning through higher level skills in preparation for KS3		
Category:	Quality of teaching		
Intended outcomes:	<ul style="list-style-type: none"> To review and develop the teaching of Reading for all groups across the school including greater depth To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.' To have rigorous approaches in place to ensure pupils read regularly. 	Success criteria:	<ul style="list-style-type: none"> Reading standards improve for all groups Consistent systems for GR established Staff have raised confidence in developing pupils' greater depth learning Pupils read regularly (4 x a week) outside of normal class reading. Pupils (who need to) will have opportunities for additional reading in school. Guided reading sessions will include elements of retrieval, meaning and inference and some resources from Power of Reading will be used. Quantity/quality of reading will be tracked each week Greater Depth opportunities evident in pupils' books
Staff lead:	LH, CS Lead - CP, JA All teachers		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: <ul style="list-style-type: none"> Staff introduced to and start using CLPE Power of Reading (PoR) to support whole class guided reading – introduce at staff meeting A consistent approach to GR systems to be agreed by staff Staff meeting time to establish a shared understanding of ARE for reading and how GD can be achieved through whole class teaching Teachers will deliver 3 x guided reading sessions per week based on shared texts. Priority readers given more opportunities to read in school. Book Clubs x3 for Y5/6 children. 	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): <ul style="list-style-type: none"> Staff continue to use CLPE Power of Reading (PoR) to support whole class guided reading A consistent approach to GR systems to be agreed by staff Teachers will deliver 3 x guided reading sessions per week based on shared texts. Priority readers given more opportunities to read in school. Power of Reading resources used within Guided Reading sessions - engaging texts, comprehension skills. Reading Eggs used for specific children to increase their progress. 	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): <ul style="list-style-type: none"> Prioritise class reader every day (20 mins) - we also use these sessions to focus on the skills of prediction and summary. Support any year groups as appropriate with implementing whole class guided reading. Continue to ensure there are plenty of opportunities for priority readers to share books with adults – these will be identified on the PIC forms. Staff to monitor progress on Reading Eggs Pastoral Team to carry out reading age assessments with PP children as a baseline and progress measure.

	<ul style="list-style-type: none"> ○ Power of Reading resources used within Guided Reading sessions - engaging texts, comprehension skills. ○ Home-learning policy ○ Reading Eggs used for specific children to increase their progress. ○ Ensure reading books are matched to the phonics/stage the children are working on. 	<ul style="list-style-type: none"> ○ Whole class guided reading across all year groups using CLPE Power of Reading and/or – Y3 to Y6 will use some of the Ashley Booth resources from his reading curriculum for KS2 – linked texts each week with discussion. ○ Whole class reader prioritised each day to ensure children have access to and study a text in its entirety from start to finish and build the skill of following a text through. We also use these lessons to focus on the skills of prediction and summary more so than in the Guided Reading sessions. ○ Continue to monitor the books the children are reading ensuring they are matched to the relevant phonics/stage. ○ Y6 TA attended a Yorkshire Endeavour English Hub virtual reading for pleasure conference 	<ul style="list-style-type: none"> ○ Use ‘Evidence Sums’ to support the children with detailed responses. ○ Rich texts used throughout all year groups – consider mapping choices for each year group. English team will be aware of choices across the school ○ Reading Rivers will be used at the start of Y6
Light-touch review notes	<p>Annual review notes:</p> <p>Power of Reading being used to support whole class guided reading as well as being incorporated into English lessons.</p> <p>Ashley Booth’s reading curriculum also being used to support whole class reading in UKS2.</p> <p>Whole class guided reading will be a focus for PM lesson observations during Term 2 2020.</p> <p>Staff training on phonics teaching from EYFS-Y6</p> <p>TA phonic training</p> <p>TA training on hearing readers</p> <p>EYFS/KS1/LKS2 reading material now matches phonics appropriately</p> <p>Staff training on book selection and awareness that pupils do not have to read all of the books before progressing to the next stage.</p>	<p>Annual review notes:</p> <ul style="list-style-type: none"> ○ Staff have used a range of resources to support guided reading: Ashley Booth resources, CLPE Power of Reading (PoR), class readers ○ Most year groups are using whole class guided reading although this still needs to be consistent. ○ Most classes have delivered 3 x guided reading sessions per week based on shared texts. ○ Priority readers given more opportunities to read in school – this continues to be a priority for many children especially to foster a love of reading, e.g. Y6 case study ‘Ghost Boys’. ○ During remote learning, Y6 prioritised reading and there was a very positive impact when the children returned to school. Book 	<p>Final review notes:</p> <p>[Use this space to review the overall success of your intervention.]</p>

	4 x book clubs in UKS2 - celebration cancelled at Every Man because of COVID. JA to run virtual book club for parents to support their children with reading at home - part of 'Reading Teachers' DGAT INSET day – Jane Considine Book Talk		reports supported the transition between the settings. <ul style="list-style-type: none">○ Reading Eggs is used for specific children to increase their progress – monitored by staff within years groups.○ SENDCo carried out reading age assessments which showed progress with fluency and comprehension. Consider carrying out reading age assessments with all PP children?○ Whole class reader should be prioritised each day to ensure children have access to and study a text in its entirety from start to finish and build the skill of following a text through. Sometimes this doesn't happen daily and will be a priority for 2021/22.○ The books the children are reading are closely monitored ensuring they are matched to the relevant phonics/stage. In UKS2 choices are monitored to ensure texts are rich and of a high quality.○ Parents' book club run virtually○ JA part of Reading Teachers project○ Y6 took part in CILIP Carnegie and Kate Greenaway Medals/Shortlists		
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none">• Far above expectations <input type="checkbox"/>• Above expectations ✓• 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 checked="" type="checkbox"/>• As expected <input type="checkbox"/>• Below expectations <input type="checkbox"/>• Far below expectations <input type="checkbox"/>		The intervention is performing: <ul style="list-style-type: none">• Far above expectations <input type="checkbox"/>• Above expectations <input type="checkbox"/>• As expected <input type="checkbox"/>• Below expectations <input type="checkbox"/>• Far below expectations <input type="checkbox"/>
Anticipated expenditure	Year 1	£600	Is expenditure anticipated to	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/>	Is expenditure anticipated to increase, decrease Increase <input type="checkbox"/> Decrease <input type="checkbox"/>

			increase, decrease or remain the same?	Remain the same <input type="checkbox"/>	or remain the same?	Remain the same <input checked="" type="checkbox"/>
			Year 2	£1000	Year 3	£1000
	Total anticipated expenditure:	£600				
Actual expenditure	Year 1	£600	Year 2	£1000	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"/>	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:	£600				

Intervention:	Structured interventions: To develop opportunities for oracy across the school; phonic development and support in EYFS, Y1 and Y2		
Category:	Targeted academic support		
Intended outcomes:	To develop opportunities for oracy across the school.	Success criteria:	<ul style="list-style-type: none"> ○ To embed P4C across the school ○ To embed and sustain a reading culture that ensures all pupils read regularly and develop ‘a love of books.’ ○ Pupils read regularly and have access to high quality texts within guided reading ○ Pupils will have Twist It and Stretch It tasks to develop mathematical language and reasoning skills. ○ Opportunities for reasoning and explanations in Twist It and Stretch It activities. ○ ‘Big Questions’ will be posed and explored through P4C sessions ○ Kagan approaches used to improve speaking and listening
Staff lead:	Lead - CP, RW, KH, RH All teachers		
Implementation	Year 1	Year 2	Year 3
	<ul style="list-style-type: none"> ○ Staff consider opportunities when P4C is a useful tool in their curriculum planning ○ Discuss P4C leaders running a parent session ○ P4C club for UKS2 ○ Staff to explore alternative recording techniques and how to support pupils who find explanation / language challenging ○ All children will have the opportunity to explore ‘Twist it’ and ‘Stretch it’ tasks in all topic areas of maths (e.g. addition, fractions and statistics) 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> ○ Staff consider opportunities when P4C is a useful tool in their curriculum planning ○ Discuss P4C leaders running a parent session ○ P4C club for UKS2 once clubs are up and running ○ Monitor the responses to Twist It and Stretch It activities which deepen children’s understanding ○ Use vocabulary and sentence stem resources from Can Do Maths (new for this year) to develop children’s responses. <p>✓ What will I hear? What will I say?</p>	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> ○ Continue to embed P4C into school life – worship, curriculum – at least 20 mins per week ○ Use long term curriculum planning documents ○ We will continue to use the vocabulary resources provided by Can Do Maths for each unit ensuring they are displayed on our Maths working walls. As well as improving oracy, this vocabulary will help them with their reasoning in written responses: <p>✓ What will I hear? What will I say?</p>

		<ul style="list-style-type: none">✓ Generalised sentences.✓ Sentence Stems✓ Essential Vocabulary○ Use 'Book Talk' vocabulary to support responses (Tier 1, 2, 3 vocabulary from DGAT INSET day Feb 2020)	<ul style="list-style-type: none">✓ Generalised sentences.✓ Sentence Stems✓ Essential Vocabulary
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>P4C being used in all classes to promote discussion and embracing big questions.</p> <p>In Focus promotes discussion and sentence stems have scaffolded the children's responses when needed. These are displayed in all classrooms.</p> <p>All children are being exposed to Twist It and Stretch It activities with modelled responses being shared.</p>		<p>Annual review notes:</p> <ul style="list-style-type: none"> ○ P4C continues to be integrated into the classrooms to promote discussion and links are made with our worship, values and the spiritual wheel. The 'Floor Books' are used for examples of P4C discussions and big questions. Long term curriculum planning documents have been developed and P4C is part of the thematic intent ○ P4C leaders did not hold a parent session – this could be held in 2021/22 ○ As a result of COVID there were no P4C clubs – there were only clubs run by external providers ○ The Can Do Maths resources to support children's mathematical vocabulary have been used – book looks, learning walks, pupil voice ○ Some of the 'Book Talk' vocabulary to support responses (Tier 1, 2, 3 vocabulary from DGAT INSET day Feb 2020) – this needs to continue next year. 		<p>Final review notes:</p> <p>[Use this space to review the overall success of your intervention. Record whether pupils' goals were met.]</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"/> 	
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£4000</p>	<p>Is expenditure anticipated to</p>	<p>Increase <input checked="" type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input type="checkbox"/></p>

			increase, decrease or remain the same?	Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	or remain the same?	Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£7000	Year 3	£7000
	Total anticipated expenditure:	£4000				
Actual expenditure	Year 1	£4000	Year 2	£7000	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"/>	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:	£4000				

Intervention:	To have rigorous basic skills approaches in place for maths, phonics, reading, spelling and grammar		
Category:	Targeted academic support		
Intended outcomes:	<ul style="list-style-type: none"> ○ Aim for EYFS pupils to reach a good level of development on exit of EYFS ○ Aim to improve phonic outcomes for PP children in KS1 ○ Aim for all KS1 and KS2 pupils to make at least expected progress in years 1 and 2 and at least reaching age related expectations (ARE) 	Success criteria:	<ul style="list-style-type: none"> ○ Pupils will meet (or exceed) age related national expectations in English and maths. ○ All staff will receive appropriate CPD to facilitate development and high quality teaching - Kagan Levels 1 and 2; DGAT; Balcarras Learning Partnership. ○ Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need. ○ Teachers will give pupils weekly opportunities to consolidate key skills in phonics, spelling, reading and maths (e.g. No Nonsense Spelling, Power of Reading, 1:1 reading, Maths Meetings)
Staff lead:	All teachers		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> ○ Teachers will give pupils weekly opportunities to consolidate key skills in phonics, spelling, reading and maths (e.g. No Nonsense Spelling, Power of Reading, 1:1 reading, Maths Meetings) ○ Monitor Number Sense/Maths Meetings through book looks and pupil voice ○ Time Table Rock Stars used for children in Y4 and Y5. ○ Reading Eggs used for specific children to increase their progress. ○ Pupils participate in Maths Meetings/Number Sense sessions to develop fluency in maths. These sessions provide intentional practice and keep learning simmering. A calculation document of skills ensures correct pitch and range of activities. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> ○ Teachers will give pupils weekly opportunities to consolidate key skills in phonics, spelling, reading and maths (e.g. No Nonsense Spelling, Power of Reading, 1:1 reading, Maths Meetings) ○ Use 'Deliberate Practice' resources to reinforce skills. Pupils participate in Maths Meetings/Number Sense sessions to develop fluency in maths. These sessions provide intentional practice and keep learning simmering. A calculation document of skills ensures correct pitch and range of activities. ○ Identify gaps in learning from missed schooling - GL Assessments, Ready to 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> ○ Our approach to spelling will be a priority during 2021/22. We will be using Jane Considine's 'The Spelling Book' as a resource. Spelling will be taught using a two week cycle – week 1 will be an investigation (deep, slow, pattern finding) and a 'Go Grapheme Grafters' session (interleaving and practice; week 2 will have 5x10 min daily fast tasks. There will be no weekly spelling test in the traditional way. The children will also have a 'Focus Five' which will be their personal hit list of spellings to focus on. ○ Maths assessments – Remember Its and Ready to Progress results will be recorded on INSIGHT to enable the maths team, SENDCo,

	<ul style="list-style-type: none"> ○ Explore possibility of using 'Can Do' maths to support with the above. ○ Continuous provision within EYFS. ○ Daily phonic teaching in EYFS, Y1, Y2 for pupil premium/vulnerable children (3x15 mins) ○ Daily support in EYFS to support vulnerable children with gaps in learning shown in baseline and likely to not make the expected standard (1hr per day) ○ Additional support to help narrow the gap in Y1/Y2 (2 hours per day) ○ Early Writing focus for PP children who are not expected to be at ARE by end of year (x2 afternoons per week 1:1 support) ○ Leading Learning UPS group and English/Maths/Curriculum Development UPS - improve outcomes and meet objectives on SDP to improve teaching and learning ○ Additional support to help narrow the gap in Y3/4/5/6 (2 hours per day) ○ Tuition afterschool x 10 weeks for pupils in Y5 and Y6 to support any areas of development in Reading, Writing and Maths. 	<p>Progress Tests, etc. and put in relevant interventions, COVID catch up</p> <ul style="list-style-type: none"> ○ Use the 'Remember Its' and 'Ready to Progress' assessments in Maths to identify progress and areas for development – use to inform planning and interventions. ○ Attend termly Can Do Maths Teach Meet sessions to ensure teacher confidence with addressing the gaps in learning ○ Monitor Number Sense/Maths Meetings through book looks and pupil voice ○ Time Table Rock Stars used for children in Y4 and Y5. ○ Reading Eggs used for specific children to increase their progress. ○ Early Adopter School for new EYFS framework ○ Planning in the moment – EYFS ○ Daily phonic teaching in EYFS, Y1, Y2 for pupil premium/vulnerable children (3x15 mins) ○ Daily support in EYFS to support vulnerable children with gaps in learning shown in baseline and likely to not make the expected standard (1hr per day) ○ Additional support to help narrow the gap in Y1/Y2 (2 hours per day) ○ Early Writing focus for PP children who are not expected to be at ARE by end of year (x2 afternoons per week 1:1 support) ○ Year 2 Covid 19 catch up focus September – December extended as needed ○ Additional support to help narrow the gap in Y3-Y6 (4 hours per day) ○ Tuition afterschool x 10 weeks for pupils in Y5 and Y6 to support any areas of development in Reading, Writing and Maths - 7 year 6 pupils, 7 year 5 pupils 	<p>PP lead and pastoral team to monitor in addition to teachers' judgements. Low stakes quizzes will be a new resource added by Can Do Maths – these will be introduced and used.</p> <ul style="list-style-type: none"> ○ Maths team to explore how the MOT sessions are being used, e.g. deliberate practice, arithmetic, times tables, known facts... ○ KAGAN training for all staff (3rd Sept 2021) – use these structures to ensure active and collaborative learning. ○ Baseline data has been used to identify pupils needing support to secure basic understanding of some early aspects of number, however the new White Rose Maths for Reception, which ensures coverage of the Early Adopter Curriculum, will support all children in this ○ Communication and Language, in particular SPEAKING, will be an area for focus and development – we provide a language rich environment in Reception, ensuring excellent modelling of language structures and with a focus on vocabulary development. Listening, Attention and Understanding are also areas to consider due to the missed school-readiness from pre-school settings ○ The development of GROSS and FINE MOTOR SKILLS, will also aid the development of writing. Continuous provision within the setting and enhancements to this, will focus on developing these aspects. A greater emphasis on Funky finger and finger gym activities will provide opportunities to develop fine motor skills and the provision of the climbing frame and obstacle building materials will help gross motor development. PE sessions will also focus on upper body strength with a consideration of
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			utilising school Fizzy resources as a part of our whole cohort PD provision.
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>All of the above strategies were implemented during T1, T2, T3 and T4.</p> <p>Progress of children and any gaps in learning monitored through PIC meetings and used to inform interventions.</p> <p>2020-2021 - put in support to close gaps in learning and knowledge as a result of missed schooling (COVID)</p> <p>2020-2021 - support provision for technology for those that need it to support remote learning</p>	<p>Annual review notes:</p> <p>Because of COVID restrictions there was no tuition for Y5/6 children after school using school staff although we did partake in the NTP for children from Y3-Y6.</p> <p>Y3/4/5 used TLC – an online platform with computer based tasks https://www.tlclive.com/schools-tuition</p> <p>Varying impact – attendance generally good and was monitored by CS with calls made to families if there were issues; children who were quite confident responded positively to the approach although those who were more anxious found it trickier to ask for help. TLC reports tricky to interpret as it is unclear what is covered in each unit.</p> <p>Y6 – online but one to one with a tutor who they could see which was much more effective. Children often referred to work they had completed with their tutors and drew on this within lessons, especially English grammar and maths. Detailed reports provided with gaps identified at the start of the block and clear progress identified. This was variable though depending on the particular tutor – SM identified some inconsistencies in the reports.</p> <p>Carried out pupil voice with children from Y5/6. The children acknowledged that they worked hard but found the sessions difficult out of school with somebody who didn't know them. They also found it intense being one to one and missed the buzz of being in a group. When asked how they would organise the provision they said they would rather be in small groups (about 3) with teachers from school/adults who know them.</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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Maths assessments – Ready to Progress and Remember Its used by all classes. All classes filled in the QLAs and used this info to identify gaps which were addressed in MOT sessions and interventions outlined in PICs.

The new development matters and ways of working have been implemented when making judgements.

GLD forecast has increased steadily from Autumn 1(53%) to Spring 2 (67%) · Interventions run for Key Worker pupils in school and for pupils at home, remotely, have supported a number of focus pupils and have supported them to make accelerated progress in some areas (see Progress Overview on Insight and summary below) · Writing is seen as an area of greatest need from the Attainment Overview – phonics assessments show a high number of children are able to recall GPCs taught during lockdown, however teaching writing was more difficult,

and although regular opportunities were provided to write, either during phonics sessions or follow-ups, and through Literacy based learning or specific teaching of writing, it is evident that some pupils lack the confidence to ‘have a go’ at applying their phonics knowledge and understanding. PD: Gross Motor and Fine Motor development is also impacting on writing development for some key pupils and has been identified for as an area for continued intervention to support this

Areas of Strength: What has gone well?

Engagement and support during lockdown: the majority of pupils consistently attended at least one of the daily

live check-in sessions, if not both. Engagement was monitored throughout the lockdown period and individual check-ins

were done for those pupils highlighted with low engagement and regular support was offered to these pupils and

families. A small number of pupils struggled with being away from school and were supported with at least 1x weekly

catch-ups.

PSED: the majority of pupils have resettled well into school following lockdown.

Phonics: engagement in phonics looms during lockdown were very high and Phase assessments show recall of

graphemes for Phase 2 and Phase 3 is strong for a large number of children. Increase in confidence and application of

phonics skills for some pupils is already evident during the short time we have been back at school

Maths: engagement in the White Rose home learning videos and activities has also been high and pupils have

demonstrated a good foundation and understanding of the areas covered through observational assessments and

opportunities provided throughout the continuous provision and environment.

		<p>Accelerated Progress: pupils in the Key Worker group attending school during lockdown have benefitted from</p> <p>smaller class group sizes. This has also enabled focus pupils to have specific 1-1 interventions which has resulted in</p> <p>accelerated progress for some pupils and provided the support to moving other pupils on in their learning. We have also</p> <p>seen evidence that some pupils who remained at home during the lockdown period have returned to school having</p> <p>made considerable progress in areas such as phonics and maths, in particular.</p> <p>Baseline data for 2020-2021 across Literacy and Mathematics is lower than previous starting points. This is to be expected as the majority of children missed out on the final terms of pre-school when children are being prepared for school-readiness.</p> <p>Baseline data has been used to identify pupils in need of support and intervention – this includes some pupils who need support with speech and language, vocabulary development and comprehension – linked with C&L</p> <p>EYFS Reading, Writing, Maths - The average attainment for all key groups is typical for the cohort's age in months, except for SEN support</p>	
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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 checked="" 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	£12,951	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£16,606	Year 3	£16,606
	Total anticipated expenditure:	£12,951				
Actual expenditure	Year 1	£12,951	Year 2	£16,606	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"/>	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:	£12,951				

Intervention:	One-to-one support for disadvantaged pupils: creating additional teaching and learning opportunities using TA		
Category:	Targeted academic support		
Intended outcomes:	<ul style="list-style-type: none"> ○ Aim for EYFS pupils to reach a good level of development on exit of EYFS ○ Aim to improve phonic outcomes for PP children in KS1 ○ Aim for all KS1 pupils to make at least expected progress in years 1 and 2 and at least reaching age related expectations (ARE) ○ Aim for all KS2 pupils to be on target to be at least secondary ready at the end of KS2 ○ Aim for writing of PP to match non-PP 	Success criteria:	<ul style="list-style-type: none"> ○ Increased number of EYFS pupils reaching a good level of development on exit of EYFS ○ Phonic outcomes improved for PP children in KS1 ○ All KS1 pupils will make at least expected progress in years 1 and 2 and at least reaching age related expectations (ARE) ○ All KS2 pupils to be on target to be at least secondary ready at the end of KS2 ○ Writing of PP will match non-PP
Staff lead:	SM, KW, RD		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> ○ Daily support in EYFS to support vulnerable children with gaps in learning shown in baseline and likely to not make the expected standard (1hr per day) ○ Additional support to help narrow the gap in Y1/Y2 (2 hours per day) ○ Early Writing focus for PP children who are not expected to be at ARE by end of year (x2 afternoons per week 1:1 support) ○ Additional support to help narrow the gap in Y3/4/5/6 (2 hours per day) 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> ○ Improve persistent absenteeism rates for pupils through targeted family support. ○ A higher level of parent involvement with school enables effect support ○ Target pupils make good progress and begin to close the attainment gap. 1:1 time given to all pupil premium children. ○ Daily phonic teaching in EYFS, Y1, Y2 for pupil premium/vulnerable children (3x15 mins) ○ Daily support in EYFS to support vulnerable children with gaps in learning shown in baseline and likely to not make the expected standard (1hr per day) ○ Additional support to help narrow the gap in Y1/Y2 (2 hours per day) ○ Early Writing focus for PP children who are not expected to be at ARE by end of year (x2 afternoons per week 1:1 support) 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> ○ Improve persistent absenteeism rates for pupils through targeted family support. ○ Target pupils make good progress and begin to close the attainment gap. Time given to all pupil premium children either individually or in small groups. ○ Daily support in EYFS to support vulnerable children with gaps in learning shown in baseline and likely to not make the expected standard (1hr per day) ○ Additional support to help narrow the gap in Y1/Y2 (2 hours per day) ○ Early Writing focus for PP children who are not expected to be at ARE by end of year (x2 afternoons per week 1:1 support) ○ Additional support to help narrow the gap in Y3-Y6 (4 hours per day)

		<ul style="list-style-type: none"> ○ Year 2 Covid 19 catch up focus September – December extended as needed ○ Additional support to help narrow the gap in Y3-Y6 (4 hours per day) ○ Tuition afterschool x 10 weeks for pupils in Y5 and Y6 to support any areas of development in Reading, Writing and Maths - 7 year 6 pupils, 7 year 5 pupils ○ Put in support to close gaps in learning and knowledge as a result of missed schooling (COVID) ○ Support provision for technology for those that need it to support remote learning ○ Support identified by PP team for new pupils and Reception pupils who will not have been identified for funding 	<ul style="list-style-type: none"> ○ Tuition afterschool x 10 weeks for pupils in Y5 and Y6 to support any areas of development in Reading, Writing and Maths - 7 year 6 pupils, 7 year 5 pupils ○ Put in support to close gaps in learning and knowledge as a result of missed schooling (COVID) ○ Support identified by PP team for new pupils and Reception pupils who will not have been identified for funding ○ Consider catch up funding and use of NTP providers – e.g. White Rose tutors.
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>All of the above strategies were implemented during T1, T2, T3 and T4.</p> <p>Progress of children and any gaps in learning monitored through PIC meetings and used to inform interventions.</p> <p>2020-2021 - put in support to close gaps in learning and knowledge as a result of missed schooling (COVID)</p> <p>2020-2021 - support provision for technology for those that need it to support remote learning</p>	<p>Annual review notes:</p> <p>All of the above strategies were implemented during T1, T2, T5 and T6 with the exception of <i>Tuition afterschool x 10 weeks for pupils in Y5 and Y6 to support any areas of development in Reading, Writing and Maths - 7 year 6 pupils, 7 year 5 pupils</i></p> <p>Progress of children and any gaps in learning monitored through PIC meetings and used to inform interventions.</p> <p>Planned support to close gaps in learning and knowledge as a result of missed schooling (COVID)</p> <p>Maths assessments (KPIs) used to identify gaps and prioritise planning</p> <p>One to one tuition was in place for targeted children in Y3, Y4, Y5 and Y6 – Fresh Start for Y6 and TLC for Y3/4/5.</p> <p>One to one and small group interventions in place during remote learning (Jan-Mar) – e.g. phonics, reading, support with lessons.</p> <p>PP children monitored closely and barriers to learning identified and added to PIC forms.</p> <p>Pastoral Team/Admin Team monitor absences and support for families as necessary.</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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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 checked="" 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	£13,855	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£15,310	Year 3	£15,310
	Total anticipated expenditure:	£13,855				
Actual expenditure	Year 1	£13,855	Year 2	£15,310	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"/>	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:	£13,855				

Intervention:	Greater staff knowledge and understanding to support adopted pupils and promote learning; develop a holistic approach to supporting pupils via the TIMPSON research project; improve social and emotional outcomes for children and their families; support emotional needs of pupils so that they make better progress in their learning		
Category:	Wider strategies		
Intended outcomes:	<ul style="list-style-type: none"> Greater staff knowledge and understanding to support adopted pupils and promote learning Develop a holistic approach to supporting pupils via the TIMPSON research project Improve social and emotional outcomes for children and their families Support emotional needs of pupils so that they make better progress in their learning 	Success criteria:	<ul style="list-style-type: none"> Staff understanding increased, pupils feel safer in school, staff training in place to support some difficult needs Successful TIMPSON project and CPD on ACES - supports the development of relationships and resilience. Attachment project and associated training, supervision and workshops taken place School keeps up to date with local services to support children and families. Sign posting and referring where appropriate, e.g. Early Help, Play Therapy, Teens in Crisis
Staff lead:	LH, RD, KW		
Implementation	Year 1	Year 2	Year 3
	<ul style="list-style-type: none"> Timpson Research project INSET day, staff training and supervision with CASE STUDY team development Timpson training for lead practitioners and cascaded to staff Questionnaires developed and supported outcomes and next steps Support for pupils' emotional needs through weekly talking and drawing. Pupils identified by the pastoral team. Resources for anger management, sadness, communication resources. PE kit/popcorn club/Book Bags etc Support emotional needs of pupils so that they make better progress in their learning - sessions with KW 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> Support for pupils' emotional needs through weekly talking and drawing. Pupils identified by the pastoral team. Resources for anger management, sadness, communication resources. PE kit/popcorn club/Book Bags etc Continue to be a Trail Blazer school Support emotional needs of pupils so that they make better progress in their learning - sessions with KW Staff Training budget for complex needs work Phone calls to parents to discuss emotional needs and any concerns Sept/Oct 2020 Pastoral team to continue to meet regularly to discuss vulnerable children. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> Support for pupils' emotional needs through weekly talking and drawing. Pupils identified by the pastoral team. Continue to be a Trail Blazer school Support emotional needs of pupils so that they make better progress in their learning - sessions with KW The Young Minds Matter (Trailblazer) support is being accessed by children when appropriate in school Children's personal, social and emotional development is supported, as well as their communication and language skills. RD, KW and teachers are able to use the BOXALL profile to check on the emotional

			and social development of individuals and groups of children
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>Timpson questionnaires completed.</p> <p>Many staff have completed the online Emotion Coaching training.</p> <p>Children identified for 'Drawing and Talking' have completed their sessions.</p> <p>KW/SM/RD regular meetings to discuss the social and emotional needs of the children - support these children as required so that they make better progress in their learning.</p> <p>Appropriate referrals have been made, e.g. TIC.</p> <p>Food hampers delivered during school closures.</p> <p>Food vouchers organised.</p> <p>Pastoral team phoned vulnerable families frequently during school closures and put in support where needed, e.g. resources to support home learning.</p>		<p>Annual review notes:</p> <p>Clubs, e.g. Popcorn Club were unable to run last year because of COVID.</p> <p>Children identified for 'Drawing and Talking' have completed their sessions.</p> <p>KW/SM/RD regular meetings to discuss the social and emotional needs of the children - support these children as required so that they make better progress in their learning.</p> <p>Appropriate referrals have been made, e.g. TIC.</p> <p>Food vouchers organised; funding for clubs during school holidays for some PP children offered</p> <p>Mental Health book shelf has been developed and is being used by staff and families.</p> <p>Healthy Bodies, Healthy Minds UPS group worked on above outcomes as part of the SDP.</p> <p>PP and vulnerable children monitored closely and barriers to learning identified and added to PIC forms.</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 <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 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"/> 	
<p>Anticipated expenditure</p>	<p>Year 1</p>	<p>£18,773</p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input type="checkbox"/></p>

			increase, decrease or remain the same?	Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>	or remain the same?	Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£15,606	Year 3	£15,606
	Total anticipated expenditure:	£18,773				
Actual expenditure	Year 1	£18,773	Year 2	£15,606	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"/>	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:	£18,773				

Intervention:	To develop a policy and practice to support mental health and wellbeing in children and adults		
Category:	Wider strategies		
Intended outcomes:	<ul style="list-style-type: none"> ○ To develop a policy and practice to support mental health and wellbeing in children and adults ○ To engage families to lead healthier lifestyles ○ Improve social and emotional outcomes for children and their families ○ Support emotional needs of pupils so that they make better progress in their learning ○ To further develop approaches to e-safety at home 	Success criteria:	<ul style="list-style-type: none"> ○ Children are able to tackle challenges well, they are more resilient – pupil conferencing ○ School uses 5 ways to wellbeing ○ Family uptake in supporting them with healthier lifestyles increases ○ Mental health policy and practice developed ○ E-safety at home supported effectively – parents’ feedback
Staff lead:	SM, RD, FA, SW, SD, KW		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> ○ Develop Mental Health policy ○ Mental Health Day – keeping our brains healthy – Young Minds Mental Health day (timetable for Spring Term) ○ Signed up to the SCARF curriculum – allows teachers to access fully resourced mental health curriculum ○ FA to meet Anita from Life Education Bus (Oct 2018) 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> ○ Mental Health Day – keeping our brains healthy – Young Minds Mental Health day (timetable for Spring Term) ○ Continue to use SCARF ○ Police visit for Y6 to discuss e-safety, online relationships, peer pressure, drugs (3x 1.5hr visits) ○ Support children, parents, staff and the wider community in response to their emotional well-being as a result of COVID-19. ○ Support the wider impacts of COVID-19 when possible (financial, housing, food, clothing) ○ Guide parents in positive parenting as a result of issues over lockdown. ○ Use of signposting, GCC website, Early Help ○ Support parents to access support CAP, GCC, Food Bank vouchers, support from charities NCLB 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> ○ To embed statutory PSHE requirements regarding Health Education, Relationships Education and RSE and to teach about mental health and emotional wellbeing through PSHE education. ○ Police Visits will happen again this year to discuss e-safety, online relationships, peer pressure, drugs (3x 1.5hr visits) ○ Use of signposting, GCC website, Early Help ○ Children are able to access the support from YMM and TIC+ ○ RD, KW and teachers are able to use the BOXALL profile to check on the emotional and social development of individuals and groups of children

			<ul style="list-style-type: none"> ○ Arrange additional Solihull parenting course when possible, use pastoral parenting support. 	
Light-touch review notes	<p>Annual review notes:</p> <p>Many staff have completed the online Emotion Coaching training.</p> <p>Children identified for 'Drawing and Talking' have completed their sessions.</p> <p>KW/SM/RD regular meetings to discuss the social and emotional needs of the children - support these children as required so that they make better progress in their learning.</p> <p>Appropriate referrals have been made, e.g. TIC.</p> <p>Food hampers delivered during school closures.</p> <p>Food vouchers organised.</p> <p>Pastoral team phoned vulnerable families frequently during school closures and put in support where needed, e.g. resources to support home learning.</p>	<p>Annual review notes:</p> <p>Children's personal, social and emotional development is supported, as well as their communication and language skills.</p> <p>KW/SM/RD regular meetings to discuss the social and emotional needs of the children - support these children as required so that they make better progress in their learning.</p> <p>Appropriate referrals have been made, e.g. TIC, Early Help.</p> <p>Identified families who have needed some additional pastoral support as a result of COVID.</p> <p>Mental Health/PSHE policy has been written and we will ensure that it is embedded next year.</p>	<p>Final review notes:</p> <p>[Use this space to review the overall success of your intervention.]</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 checked="" 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	£997	<p>Is expenditure anticipated to increase, decrease or remain the same?</p> <p>Increase <input type="checkbox"/></p> <p>Decrease <input checked="" 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 checked="" type="checkbox"/></p>

			Year 2	£900	Year 3	£900
	Total anticipated expenditure:	£997				
Actual expenditure	Year 1	£997	Year 2	£900	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"/>	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:	£997				

Intervention:	Ensure that PP children have the same opportunities for enrichment outside of the curriculum that non PP children get.		
Category:	Wider strategies		
Intended outcomes:	<ul style="list-style-type: none"> ○ Ensure that PP children have the same opportunities for enrichment outside of the curriculum that non PP children get. 	Success criteria: <ul style="list-style-type: none"> ○ All children will participate in school residential trips ○ Children will attend a range of school based clubs 	
Staff lead:	LH, SM, KW, RD		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> ○ Support the funding of school residential, given on a two tiered payment for Y6 – those that parents now work and are Ever 6, those that remain unemployed. ○ Costs are less for residential in Y5 – all children allocated £50 towards the trip. ○ Supporting the funding of school based clubs/afterschool clubs/trips that may require payment – some pupils access this through their PEP/Post Adoption Support funding. ○ SM - audit clubs that the PP children are part of. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> ○ In T1 and T2 of 2020, school clubs are running in a much more limited capacity. ○ 2020-21 Provide resources for anger management, sadness, communication resources. ○ Pay for PP children's milk ○ Ensure that PP children have the same opportunities for enrichment outside of the curriculum that non PP children get through supporting the funding of school based clubs/afterschool clubs/trips that may require payment – some pupils access this through their PEP/Post Adoption Support funding. ○ Ensure that PP children have the same opportunities for enrichment outside of the curriculum that non PP children get through supporting the funding of school residential, given on a two tiered payment for Y6 – those that parents now work and are Ever 6, those that remain unemployed. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <ul style="list-style-type: none"> ○ Pay for PP children's milk ○ Ensure that PP children have the same opportunities for enrichment outside of the curriculum that non PP children get through supporting the funding of school based clubs/afterschool clubs/trips that may require payment – some pupils access this through their PEP/Post Adoption Support funding. ○ Support the funding of school residential, given on a two tiered payment for Y6 – those that parents now work and are Ever 6, those that remain unemployed. ○ Costs are less for residential in Y5 – all children allocated £50 towards the trip. ○ SM - audit clubs that the PP children are part of.

		<ul style="list-style-type: none">○ Costs are less for residential in Y5 – all children allocated £50 towards the trip.	
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<p>Light-touch review notes</p>	<p>Annual review notes:</p> <p>The support for residential was all set up but the trips were cancelled because of COVID-19.</p> <p>Audit shows that the vast majority of PP children were engaged in extra-curricular activities.</p> <p>Supported by providing PE kit, free Popcorn Club/Book Bags etc</p> <p>Ensured that PP children have the same opportunities for enrichment outside of the curriculum that non PP children get through supporting the funding of school based clubs/afterschool clubs/trips that may require payment – some pupils accessed this through their PEP/Post Adoption Support funding.</p>		<p>Annual review notes:</p> <ul style="list-style-type: none"> ○ In T1 and T2 of 2020, some school clubs were able to run although these needed to stop in T3/4. Some ran in a limited capacity during T5/6 – bubble restrictions ○ Mental health book shelf provides resources for anger management, sadness, communication resources – these have been used by staff and families. ○ PP children's milk is paid for. ○ PP children have had opportunities for enrichment outside of the curriculum that non PP children get through supporting the funding of school based clubs/afterschool clubs/trips that may require payment – some pupils access this through their PEP/Post Adoption Support funding (Stage School, Move More clubs, residential subsidised). ○ PP children were subsidised for our PGL trip (Y5 residential did not happen because of COVID). 		<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 <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 checked="" 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>£18,500</p>	<p>Is expenditure anticipated to</p>	<p>Increase <input type="checkbox"/></p>	<p>Is expenditure anticipated to increase, decrease</p>	<p>Increase <input type="checkbox"/></p>

			increase, decrease or remain the same?	Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>	or remain the same?	Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
			Year 2	£1550	Year 3	£1550
	Total anticipated expenditure:	£18,500				
Actual expenditure	Year 1	£18,000	Year 2	£1550	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"/>	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:	£18,000				