**3-year long-term pupil premium strategy template**

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

Our philosophy

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

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

Our priorities

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

* 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** |
| Special Educational needs and Disabilities | Poor attendance |
| Low levels of numeracy | Social, Emotional and Mental Health |
| ‘Low levels of literacy | Parental engagement |
| Poor language | Arriving at school hungry and not ready to learn |
| Lack of school readiness | Lack of focus and confidence due to poor mental health and wellbeing |

Our implementation process

This three year strategy forms part of the federation development plan which is reviewed throughout the year by senior leaders and governors.

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. Continuous Professional Development across the federation
2. Professional development through KYRA teaching school and other external agencies as required.

**Targeted academic support**

1. Structured interventions: for maths and English skills with Social, Emotional and mental health where required.
2. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations
3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using SENDCo.

**Wider strategies**

1. Readiness to learn: Fruit is provided for all children for snacks when required by the children.
2. Attendance: Use of an Education Welfare Officer (EWO) as required. Purchasing ‘Attendance Hero’ to increase attendance. Resources and incentive to encourage improved attendance.

.

Our review process

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

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

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

The progress of pupils in receipt of the PPG is regularly discussed with class teachers.

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 headteacheris 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.

# Our funding

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Funding summary: Year 1 | | | | | | |
| Total number of pupils | 65 | PPG received per pupil | | £1320  £1900  £2300  £300 | Indicative PPG as advised in School Budget Statement | £12028 |
| Number of pupils eligible for PPG | | 20 | Actual PPG budget | £ 27180 |
| Funding estimate: Year 2 | | | | | | |
| Estimated pupil numbers | | | 68 | | | |
| Estimated number of pupils eligible for PPG | | | 16 | | | |
| Estimated funding | | | £21,600 | | | |
| Funding estimate: Year 3 | | | | | | |
| Estimated pupil numbers | | | 73 | | | |
| Estimated number of pupils eligible for PPG | | | 14 | | | |
| Estimated funding | | | £18480 | | | |

# Intervention planning in full

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Intervention: | Professional development through KYRA teaching school and other external agencies as required.  Continuous Professional Development across the federation. | | | | | | | | |
| Category: | Quality of teaching | | | | | | | | |
| Intended outcomes: | Improve the quality of teaching for those vulnerable and disadvantaged pupils. | | | | Success criteria: | | Attainment gap between pupil premium and non-pupil premium is narrowed. | | |
| Staff lead: | SLT | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  SLT specify areas of priority.  Staff to identify opportunities of CPD in their Performance Management with external agencies such as KYRA. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): | |
| Light-touch review notes | Annual review notes: | | | Annual review notes: | | | | Final review notes: | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £ 525 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same 🞏 | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease 🞏  Remain the same 🞏 |
| Year 2 | | | £ | | Year 3 | £ |
| Total anticipated expenditure: | £ | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Intervention: | Continuous Professional Development across the federation. | | | | | | | | |
| Category: | **Quality of teaching** | | | | | | | | |
| Intended outcomes: | Improve the quality of teaching for those vulnerable and disadvantaged pupils. | | | | Success criteria: | | Attainment gap between pupil premium and non pupil premium is narrowed. | | |
| Staff lead: | SLT | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  Child/group specific CPD throughout the academic year arranged when appropriate.  Staff meetings lead by Pupil Premium Coordinator to increase awareness of updated government documentation.  Training identified in Performance Management by Line Manager and implemented throughout the academic year. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): | |
| Light-touch review notes | Annual review notes: | | | Annual review notes: | | | | Final review notes: | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £ 2000 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same 🞏 | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease 🞏  Remain the same 🞏 |
| Year 2 | | | £ | | Year 3 | £ |
| Total anticipated expenditure: | £ | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Intervention: | 1. Structured interventions: for maths and English skills with Social, Emotional and mental health where required. 2. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations 3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using SENDCo. | | | | | | | | |
| Category: | **Targeted academic support** | | | | | | | | |
| Intended outcomes: | Children make progress from individual starting points. | | | | Success criteria: | | Meet end of year targets. | | |
| Staff lead: |  | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  Pupil Premium Coordinator timetables specific interventions focused mainly on English and Mathematics, also focusing SEMH and wrap around care. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): | |
| Light-touch review notes | Annual review notes: | | | Annual review notes: | | | | Final review notes: | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £25000 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same 🞏 | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease 🞏  Remain the same 🞏 |
| Year 2 | | | £ | | Year 3 | £ |
| Total anticipated expenditure: | £ | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Intervention: | 1. Readiness to learn: Fruit is provided for all children for snacks when required by the children. 2. Attendance: Use of an Education Welfare Officer (EWO) as required. Purchasing resources and incentive to encourage improved attendance. | | | | | | | | |
| Category: | **Wider strategies** | | | | | | | | |
| Intended outcomes: | Pupils are more receptive to learning and have improved focus and concentration as they are in school and ready to learn. | | | | Success criteria: | | Meet end of year targets developing the whole child. | | |
| Staff lead: |  | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  Buy fruit and juice to avoid children being hungry throughout the day.  Staff to meet and greet children to start the day.  Buy resources to reward children with good attendance.  EWO as necessary. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): | |
| Light-touch review notes | Annual review notes: | | | Annual review notes: | | | | Final review notes: | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £1000 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same 🞏 | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease 🞏  Remain the same 🞏 |
| Year 2 | | | £ | | Year 3 | £ |
| Total anticipated expenditure: | £ | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased 🞏  Decreased 🞏  Remained the same 🞏 | | Did expenditure increase, decrease or remain the same? | Increased 🞏  Decreased 🞏  Remained the same 🞏 |
| Total actual expenditure: | £ | | | | | | | |