

Bromley Beacon Academy Orpington and Bromley Campus

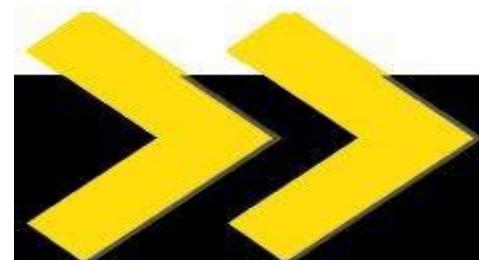
3-Year Long-Term Pupil Premium Funding

Year 7 Literacy and Numeracy Catch-Up Premium

2019 - 2022

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**BROMLEY BEACON ACADEMY**

*'Shining light on potential'*

## Bromley Beacon Academy Pupil Premium Funding Report

### Our philosophy

At Bromley Beacon Academy we have the highest expectations and aspirations for all our students. Our Trust Board shares our belief that every student should have an equal opportunity to achieve their full potential. We share the drive to ensure that every student's academic achievement and qualifications matters.

We make every effort to ensure that disadvantaged students receive outstanding support and believe that our core business is to ensure our students make at least good progress as a result of good or outstanding teaching. The Department for Education (DfE) provides additional Pupil Premium Funding (PPF) to all schools based on the number of students eligible for Free School Meals (FSM) and the number of children who are looked after (CLA) and the aim of PPF is to support schools in raising the achievement of the most disadvantaged students.

As a school, we recognise that it is not the funding itself that will improve achievement and attainment, but how it is used. The Department for Education (DfE) expects us to use PPF appropriately and to be accountable for the decisions we make. We also know that Ofsted consider the active involvement of trustees as one of the characteristics of schools that are successfully using their PPF to improve achievement and that successful schools *"thoroughly involve trustees in the decision making and evaluation process"*.

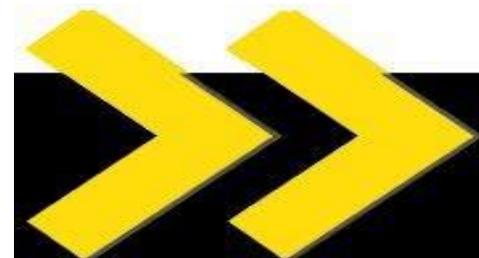
### Our priorities

To ensure that we maximise the effectiveness of the PP monies we have set the following priorities:

- Outstanding teaching in all lessons
- Closing the attainment gap to at least national expected standards
- Targeted SEMH and academic support to ensure that all students progress appropriately
- Addressing other non-academic barriers (included below)

### Barriers to Learning Pupil Premium Strategy Statement for 2019-2022

The barriers to learning set out below reflect some deep seated and seemingly intractable socio-economic issues which do not lend themselves to "quick fixes". Our Academy uses a large part of pupil premium money to break down these barriers consistently to ensure our young people are able progress to the next stage of their education or training successfully. Within this overall approach, there will be a degree of variation in how pupil premium money is spent on an annual basis in response to specific performance data and outcomes. Furthermore, the senior leadership of the school and Trustees do look critically at the impact this spending is having on outcomes for all children, but especially the disadvantaged. Whilst the barriers to learning, identified below, are identified in the 2019/20 Pupil Premium Spending Plan they fully reflect our cohort of children.



### Barriers to learning

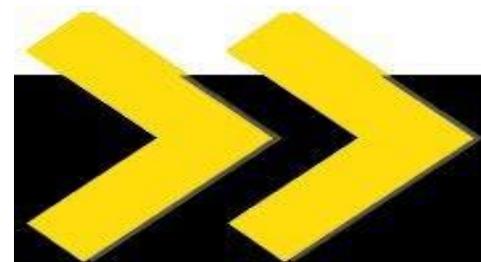
- a. Difficult life experiences outside school
- b. Poor speech and language development
- c. Speaking, reading and writing gaps
- d. Very low baseline attainment on entry due to significant gaps in their education as well as having social, emotional and personal development and communication issues.
- e. Parental disengagement and low aspirations
- f. Limited access to high quality learning materials outside school
- g. Attendance and punctuality issues
- h. Safeguarding and emotional barriers
- i. All children have special needs and therefore learning issues are compounded by some of the above

### Key areas

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. This is comprised of four categories:

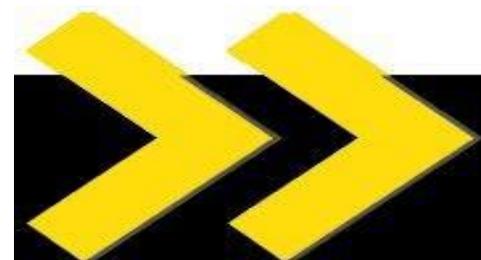
1. Teaching
  2. Targeted academic support
  3. Targeted SEMH support
  4. Wider strategies
- 
1. Teaching
    - Bespoke CPD/training for individual members of staff
    - Weekly individual coaching sessions
    - Academic trips
    - Curriculum development
  2. Targeted academic support
    - Literacy interventions to target key areas of low progress and support packages including Reading competition and 'Accelerated reading'
    - Maths interventions to target key areas of low progress and support packages including 'My Maths'
    - Speech and Language Therapy (SALT)

3. Targeted SEMH support
  - Group and individual therapy offer
  - SEMH Tracker
  - Challenge/team building/6 Drop down days
  
4. Wider strategies
  - Reward trips to support improving behaviour
  - Additional training/support for staff in key areas
  - School uniform
  - Rewards
  - Student contingency fund



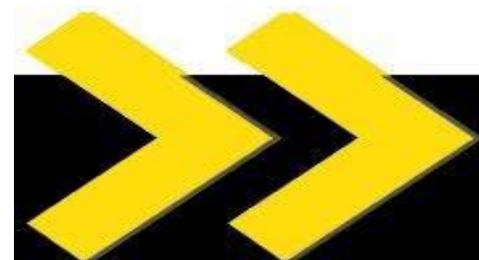
### Funding Overview – 3 year estimate

Funding summary: Year 1					
Total number of pupils	KS4 – 47 KS5 – 20 Total – 67	PPG received per pupil	KS4 - £935 LAC - £2300	Indicative PPG as advised in School Budget Statement	£42,860
		Number of pupils eligible for PPG	KS4 – 36 LAC – 4 Total – 40	Actual PPG budget	£42,860
Funding estimate: Year 2					
Estimated pupil numbers	KS4 -50 KS5 -20 Total -70				
Estimated number of pupils eligible for PPG	KS4 -40 LAC - 5 Total - 45				
Estimated funding	KS4 £37,400 LAC £11,500 Total £48,900				
Funding estimate: Year 3					
Estimated pupil numbers	KS4 -50 KS5 -20 Total -70				
Estimated number of pupils eligible for PPG	KS4 -40 LAC - 5 Total - 45				
Estimated funding	KS4 £37,400 LAC £11,500 Total £48,900				



### Intervention planning

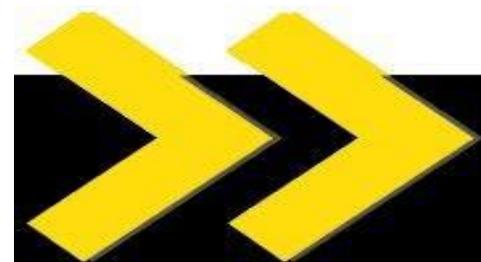
Intervention:	Bespoke CPD/training for individual members of staff		
Barrier to learning:	b, c, d, f, g		
Category:	1. Teaching		
Intended outcomes:	All staff have developed in individual areas of need and/or school need so that the quality of education is impacted for all students and ensure better outcomes for students.	Success criteria:	<ul style="list-style-type: none"> <li>• All members of staff to have completed level 2 qualifications in English and Maths where they do not currently hold this</li> <li>• Bespoke areas of CPD/training to be identified for individual members of staff</li> <li>• All members of staff to be offered level 2 qualifications through the skills network e.g. Understanding Specific Learning Difficulties, Awareness of Mental Health and Behaviour that Challenges in Children. Level 3 courses to be sourced and offered to those who have completed level 2 qualifications</li> </ul>
Staff lead:	SLT, teachers, HLTA		



	Year 1	Year 2	Year 3
Implementation	<p><b>How we will implement this intervention in year 1:</b></p> <ul style="list-style-type: none"> <li>• Support/exam practice offered to staff to gain level 2 in key skills. Exams to be offered through the school</li> <li>• PPs knowledge and understanding will be developed and embedded through personalised training and support led by identified staff including Progress Partners</li> <li>• Use of skills network for level 3 qualifications</li> <li>• Olevi offered to TAs (OTAP) and teachers (OTP)</li> <li>• Support provided to pastoral leads to choose training based on needs. School to financially support this training</li> </ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p>
Light-touch review notes	<p><b>Annual review notes:</b></p>	<p><b>Annual review notes:</b></p>	<p><b>Final review notes:</b></p>

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£3000.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ 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 ✓
			Year 2	£3200.00	Year 3	£3200.00
	Total anticipated expenditure:	£9400.00				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

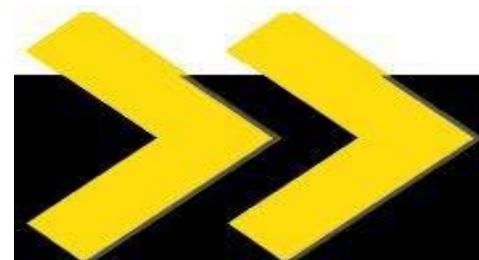
Intervention:	<b>Weekly individual coaching sessions</b>		
Barrier to learning:	<b>b, c, d, i</b>		
Category:	<b>1. Teaching</b>		
Intended outcomes:	Improve the quality of teaching to support all teachers to move towards 'outstanding'	Success criteria:	100% of teaching staff judged as 'good' with 40 % being judged as 'outstanding'
Staff lead:	SLT, Curriculum leaders, teachers		
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b> All teaching staff given the opportunity for a weekly coaching session with either a curriculum leader, member of SLT or through 'triad learning threes'. All teaching staff to be provided the opportunities to coaching sessions where appropriate. All sessions to be minuted and used to monitor and move practice forward. Cover will be provided where necessary. Training on coaching provided to some staff members to support with this.</p>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p>



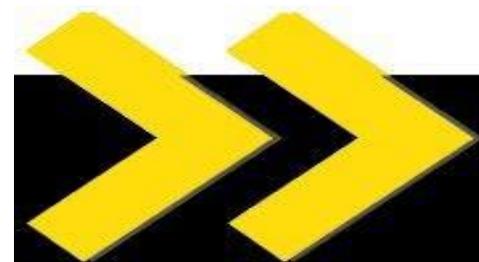
Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£500.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same ✓	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same ✓
			Year 2	£1000.00	Year 3	£1000.00
	Total anticipated expenditure:	£2500.00				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£

			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

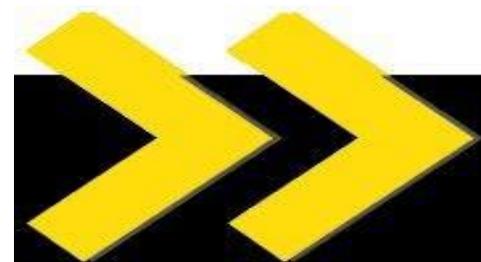
Intervention:	<b>Academic trips</b>					
Barrier to learning:	<b>a, e, f, g</b>					
Category:	<b>1. Teaching</b>					
Intended outcomes:	<ul style="list-style-type: none"> <li>To expose students to cross curricular opportunities and education in context.</li> <li>To make learning interactive and engaging.</li> <li>To show students how their learning in school works within the world and why it is important. Introducing a clear link between learning and careers.</li> </ul>		Success criteria:	At least 3 curriculum trips per year for each student which are linked to subject areas and give students opportunities to discover new ways of thinking, how each subject links to the world, how curriculum links to careers etc.		
Staff lead:	Curriculum lead, teachers and SLT					
Implementation	Year 1		Year 2			Year 3



	<p><b>How we will implement this intervention in year 1:</b></p> <ul style="list-style-type: none"> <li>• All Drop down days for the year to be pre planned</li> <li>• CPD time to be given to discuss and decide</li> <li>• All trips to be planned at start of the year so students are aware</li> <li>• Planned trips to link subjects to drop down days and curriculum aims.</li> </ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p>
<p>Light-touch review notes</p>	<p><b>Annual review notes:</b></p>	<p><b>Annual review notes:</b></p>	<p><b>Final review notes:</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>



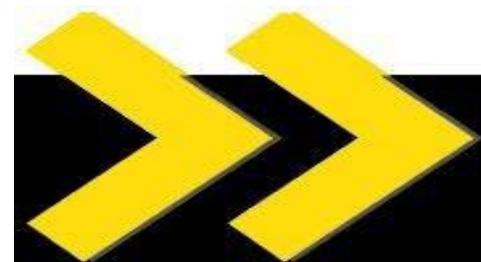
Anticipated expenditure	Year 1	£1500.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£2600.00	Year 3	£2700.00
	Total anticipated expenditure:	£6800.00				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				



Intervention:	<b>Curriculum development</b>		
Barrier to learning:	<b>a, b, c, d, e, f, g, h, i</b>		
Category:	<b>1. Teaching</b>		
Intended outcomes:	Delivering a curriculum that prepares every child for RIHTT (relationships, integrity, honesty, trust, teamwork) by ensuring that the curriculum is not solely focused on individual lessons but is an entire planned learning experience with a child centred approach to every aspect of a student's life including therapeutic provision, SEMH needs, rewards/sanctions and learning.	Success criteria:	<ul style="list-style-type: none"> <li>• Students actively engaged in learning</li> <li>• Lower percentage of behaviour incidents</li> <li>• Lower percentage of internal exclusions</li> <li>• Lower percentage of external exclusions</li> <li>• Greater percentage of students making expected or greater than expected progress</li> </ul>
Staff lead:	Curriculum lead, teachers and SLT		
Implementation	Year 1	Year 2	Year 3
	<b>How we will implement this intervention in year 1:</b> <ul style="list-style-type: none"> <li>• All curriculum subject area aims for the year to be pre planned</li> <li>• CPD time to be given for reflection and planning time</li> <li>• Monitor Teaching and Learning through Learning Walks, Lesson Observations and Book Scrutinies to identify where the lesson fits into a sequence of lessons over time, and what students already knew and understood</li> </ul>	<b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b>	<b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b>

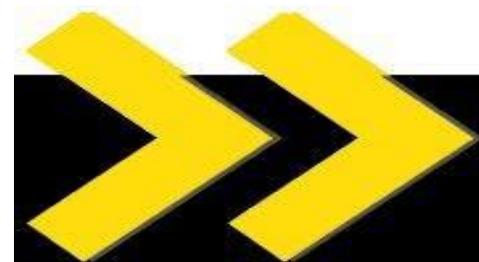
	<ul style="list-style-type: none"> <li>Review curriculum area objectives at the end of each half term to evaluate progression made in Teaching and Learning and that the rationale for content choices and curriculum sequencing</li> <li>From this review changes made or key areas developed for the next half term or planned for longer term development</li> <li>Within each curriculum area objective there are planned enrichment activities, e.g. Educational Visit</li> </ul>			
Light-touch review notes	<b>Annual review notes:</b>		<b>Annual review notes:</b>	<b>Final review notes:</b>
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>
Anticipated expenditure	Year 1	£2000.00	Is expenditure anticipated to increase, decrease or remain the same? <ul style="list-style-type: none"> <li>Increase <input type="checkbox"/></li> <li>Decrease <input checked="" type="checkbox"/></li> <li>Remain the same <input type="checkbox"/></li> </ul>	Is expenditure anticipated to increase, decrease or remain the same? <ul style="list-style-type: none"> <li>Increase <input type="checkbox"/></li> <li>Decrease <input type="checkbox"/></li> <li>Remain the same <input checked="" type="checkbox"/></li> </ul>

			Year 2	£2500.00	Year 3	£2500.00
	Total anticipated expenditure:	£7000.00				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

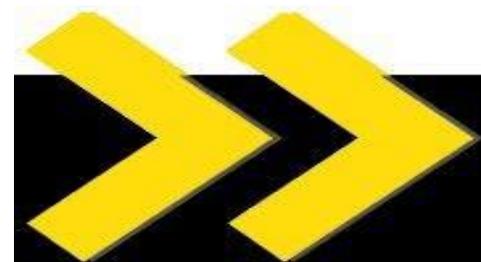


Intervention:	Literacy interventions to target key areas of low progress (based on English Curriculum '1 can' statements RAG) and support packages including Accelerated Reader and Access		
Barrier to learning:	a, b, c, d		
Category:	2. Targeted academic support		
Intended outcomes:	To continue focus on improving reading and spelling standardised scores so that students who are below their expected attainment can make good or rapid progress so that the gap is closed. This progress will increase student's access across the curriculum.	Success criteria:	Improved reading standardised scores so that students are progressing at expected or better rate towards year expectations. This will mean that students are better able to access all areas and subjects within the curriculum.
Staff lead:	Curriculum lead, English lead, intervention teacher, class teacher, SLT		
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b></p> <ul style="list-style-type: none"> <li>• Develop how literacy interventions run and how they are tracked</li> <li>• Work with schools within the trust and SLP, so that we are using best practice</li> <li>• To add to and expand reading collection: colour banded reading books to aid reading progress and high interest low level reading books keep the interest of students.</li> <li>• Increased funding to pay a percentage of a literacy/reading intervention member of staff</li> </ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p>

	<ul style="list-style-type: none"> <li>To identify support that can be used within class and relay this to class staff and offer continued support with this</li> </ul>		
Light-touch review notes	<b>Annual review notes:</b>	<b>Annual review notes:</b>	<b>Final review notes:</b>
Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>



Anticipated expenditure	Year 1	£3000.00	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 checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£3100.00	Year 3	£3300.00
	Total anticipated expenditure:	£9400.00				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				



Intervention:	Maths interventions to target key areas of low progress (based on 'I can' statements RAG) and support packages including 'My Maths'		
Barrier to learning:	a, b, c, d		
Category:	2. Targeted academic support - Numeracy		
Intended outcomes:	To continue focus on improving numeracy skills so that students who are below their expected attainment can make good or rapid progress so that the gap is closed. This progress will increase student's access across the curriculum such as in Construction, Motor Bikes, Food Studies and Science. To enhance numeracy skills across the school.	Success criteria:	<ul style="list-style-type: none"> <li>To ensure all students make at least expected progress in Maths and identifying those students who, with extra support, could make rapid progress.</li> <li>Supporting students with low reading comprehension score, hence on 4 steps of school's expected progress to achieve at least Level 1 Functional skills in Maths.</li> </ul>
Staff lead:	Curriculum lead, Maths lead, intervention teacher, class teacher, SLT		
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b></p> <ul style="list-style-type: none"> <li>Develop how numeracy interventions are run and how they are tracked</li> <li>Work with schools within the Trust and SLP so that we are using best practice</li> <li>Increased funding to pay a percentage of a numeracy intervention member of staff</li> <li>To identify support that can be used within class and relay this to class staff and offer continued support with this.</li> </ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p>

	<ul style="list-style-type: none"> <li>Continue to use and promote 'My Maths' to help to support students and parents with home learning and also helps to engage students with their numeracy lessons.</li> <li>Research other numeracy apps/software to support students with Dyscalculia e.g. Dynamo Maths</li> </ul>					
Light-touch review notes	<b>Annual review notes:</b>		<b>Annual review notes:</b>		<b>Final review notes:</b>	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£2500.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£2600.00	Year 3	£2800.00
	Total anticipated expenditure:	£7900.00				

Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	
	Total actual expenditure:	£				

Intervention:	<b>Speech and Language Therapy (SALT)</b>		
Barrier to learning:	<b>a, b, c, d</b>		
Category:	<b>2. Targeted academic support</b>		
Intended outcomes:	To provide SALT evaluation, individual intervention and class support for students with speech and language difficulties.	Success criteria:	<ul style="list-style-type: none"> <li>Improved SALT outcomes for identified students through 1-1/small group support</li> <li>Improved in class SALT interventions</li> <li>Students making expected progress within literacy</li> </ul>
Staff lead:	SENCo, SALT specialist, SALT champion, SLT		

Implementation	Year 1	Year 2	Year 3
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	<p><b>How we will implement this intervention in year 1:</b></p> <ul style="list-style-type: none"> <li>• SALT evaluation and intervention will support both in and out of class interventions to assist students to reach their full communicative potential.</li> <li>• Identified students are given individualized SALT targets and advice is given for individual students to support with emotional literacy.</li> <li>• SALT specialist directly undertakes literacy interventions including vocabulary and expressive language and emotional literacy.</li> <li>• SALT to train PPs across all subjects so that SALT support is given at all times</li> </ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p>
<p>Light-touch review notes</p>	<p><b>Annual review notes:</b></p>	<p><b>Annual review notes:</b></p>	<p><b>Final review notes:</b></p>
<p>Light-touch review overall assessment</p>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>

Anticipated expenditure	Year 1	£6000	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 checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£6100	Year 3	£6200
	Total anticipated expenditure:	£18,300.00				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

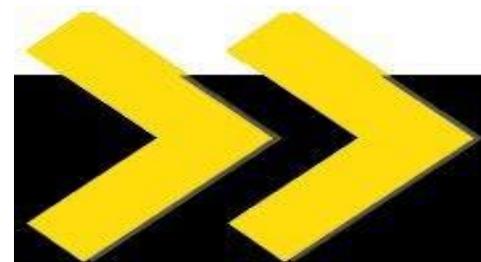
Intervention:	<b>Group and individual therapy offer</b>
Barrier to learning:	<b>a, d, e, h</b>
Category:	

Intended outcomes:	To maintain current therapy offer so that all students are able to access the service. This is to support students with their social and emotional wellbeing so that they are then able to make better choices in their own behaviour, that they will feel more settled and supported and that they are able to access their academic studies.	Success criteria:	<ul style="list-style-type: none"> <li>• 100% therapy offer (including those accessing therapeutic support off site e.g. CAMHs)</li> <li>• Increase in SEMH data across the 5 identified development strands: Self-worth, Self-awareness, Relationships, Communication/Interaction and Problem Solving.</li> <li>• Mental Health Weeks</li> <li>• Drop in sessions offered</li> <li>• In class mental health interventions</li> </ul>	
Staff lead:	Therapy team and SLT			
Implementation	Year 1	Year 2	Year 3	
	<b>How we will implement this intervention in year 1:</b> <ul style="list-style-type: none"> <li>• Full therapeutic team in place at the start of the year</li> <li>• Regular line management with Behaviour Lead</li> <li>• Regular feedback to staff including in class, SENCO, welfare officer etc.</li> <li>• Regular weekly drop ins</li> </ul>	<b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b>	<b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b>	
	<ul style="list-style-type: none"> <li>• Analysis of SEMH data to decide on whole school strategies and individual student needs</li> <li>• Organisation of Mental Health Weeks (at least 3 over the year)</li> </ul>			

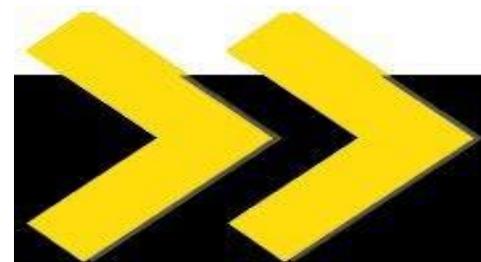
Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£13,000	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	£15,000	Year 3	£17,000
	Total anticipated expenditure:	£45,000				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>

	Total actual expenditure:	£
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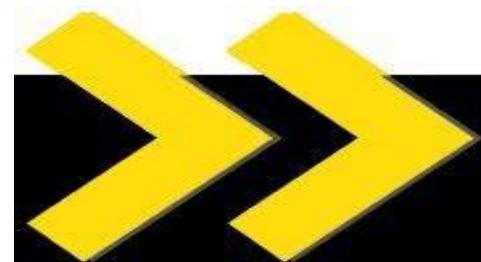
Intervention:	<b>SEMH tracker</b>		
Barrier to learning:	<b>a, d, e, h</b>		
Category:	<b>3.Targeted SEMH support</b>		
Intended outcomes:	To have clear evidence of individual students current SEMH status as well as be able to assess patterns across the school and in key cohorts	Success criteria:	<ul style="list-style-type: none"> <li>• Termly data entry with published outcomes</li> <li>• Termly data pack presented to SLT</li> <li>• Individual and whole school actions to be agreed and implemented following each data drop</li> </ul>
Staff lead:	Therapy team, SEMH target tracker team and SLT		



	Year 1	Year 2	Year 3
Implementation	<p><b>How we will implement this intervention in year 1:</b></p> <ul style="list-style-type: none"> <li>• Staff to feedback to tracker team on seen/not seen elements</li> <li>• SEMH tracker team to meet termly - cover provided where necessary to facilitate this</li> <li>• Therapy team to process data and complete data pack.</li> <li>• Therapy team to use data to produce outcomes and action plan</li> <li>• Therapy team to present to SLT for discussion and decision</li> </ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p>
Light-touch review notes	<p><b>Annual review notes:</b></p>	<p><b>Annual review notes:</b></p>	<p><b>Final review notes:</b></p>
Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>



Anticipated expenditure	Year 1	£1000.00	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	£1000.00	Year 3	£1000.00
	Total anticipated expenditure:	£3000.00				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				



Intervention:	<b>Drop down Days</b>		
Barrier to learning:	<b>a, d,e f, g</b>		
Category:	<b>3.Targeted SEMH support</b>		
Intended outcomes:	To provide opportunities for all students access to access enrichment trips as their peers in mainstream. The trip will give students the opportunities to develop their independence and risk taking skills. It will also give students a chance to bond with others, work with in teams to reach outcomes and show them the importance of this.	Success criteria:	At least one day offered to KS4 and KS5 over the academic year. Opportunities to develop student's social, emotional development, improving confidence and self-worth. Students get a chance to bond with others, work within teams to reach outcomes and show them the importance of this.
Staff lead:	SLT, class staff		
Implementation	Year 1	Year 2	Year 3
	<p><b>How we will implement this intervention in year 1:</b></p> <ul style="list-style-type: none"> <li>• Book appropriate day, either on or off site for team building, self esteem etc</li> <li>• Keep students in class teams with class staff for activities</li> <li>• Assess and review www and ebi from the day so that improvements can be put in place for following year</li> <li>• Feedback from class staff and company running the day. If particular issues with individual students targeted support to be put in place around that issue</li> </ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p>

	<ul style="list-style-type: none"> <li>Tracking of behaviours on the day</li> </ul>					
Light-touch review notes	<b>Annual review notes:</b>		<b>Annual review notes:</b>			
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>			
Anticipated expenditure	Year 1	£2000.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same ✓	Is expenditure anticipated to increase, decrease or remain the same? Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same ✓	
			Year 2	£2000.00	Year 3	£2000.00
	Total anticipated expenditure:		£			
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	

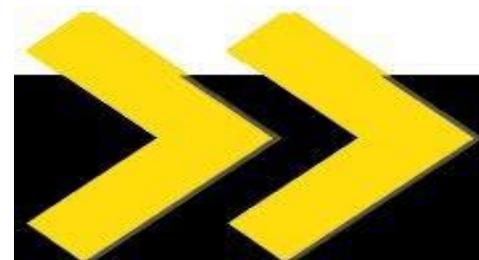
	Total actual expenditure:	£
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Intervention:	<b>Reward trips to support improving behaviour</b>		
Barrier to learning:	<b>a, d, e, f, g</b>		
Category:	<b>4. Wider strategies</b>		
Intended outcomes:	To support students in making good behaviour choices across a half of term.	Success criteria:	To support students in making good behaviour choices across a half of term and for this to be evident in the behaviour and attendance data (holds, exclusions, in class attendance, school attendance etc). Involvement of student council which helps students to feel and have a say in what is happening in the environment around them and for them.
Staff lead:	Teachers, pastoral team, PPs and SLT		
Implementation	Year 1	Year 2	Year 3
	<b>How we will implement this intervention in year 1:</b> <ul style="list-style-type: none"> <li>Reward trips to be planned at the start of each half term so that students know what they are working towards</li> <li>Behaviour and attendance data to be tracked carefully</li> <li>Case studies to include evidence were appropriate</li> </ul>	<b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b>	<b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b>

	<ul style="list-style-type: none"> <li>Student council to be involved in decision making on rewards trips</li> </ul>					
Light-touch review notes	Annual review notes:		Annual review notes:	Final review notes:		
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		
Anticipated expenditure	Year 1	£3000.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£4200.00	Year 3	£4400.00
	Total anticipated expenditure:	£11,600.00				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/>

				Remained the same <input type="checkbox"/>		Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<b>Additional training/support for Key staff to provide specialist IHEART Programme</b>					
Barrier to learning:	a, b, c, d, e, f, g, h, i					
Category:	<b>4. Wider strategies</b>					
Intended outcomes:	Members of staff across all levels to be trained in this specialist programme which educates young people about their natural resilience, innate health and mental health. Students to develop confidence in self, improved self-regulation in thoughts and emotional wellbeing		Success criteria:	Every key staff has had individual training within their thought process, the impact of thoughts how to build natural resilience and improved mental health and wellbeing. Students are able to approach these members of staff for this support. Improved behaviour amongst students cohort, with significant reduction in FTEs		
Staff lead:	AHTs, SEN Lead, Pastoral Leads					
Implementation	Year 1		Year 2			Year 3



	<p><b>How we will implement this intervention in year 1:</b></p> <ul style="list-style-type: none"> <li>• Each cohort will have 12 weeks' sessions with the programmes' creative director and trainer.</li> <li>• Students to explore their thoughts and its origin in six weeks explores the idea of 'thought' in conjunction to a range of topics from 'appreciating difference' to 'self-image and identity'.</li> </ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p>
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	<ul style="list-style-type: none"> <li>• Staff to attend training or given extra support where necessary</li> </ul>		
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Light-touch review notes	<p><b>Annual review notes:</b></p>	<p><b>Annual review notes:</b></p>	<p><b>Final review notes:</b></p>
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Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> </ul>
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Anticipated expenditure	Year 1	£3000.00	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	£4500.00	Year 3	£4500.00
	Total anticipated expenditure:	£12000.00				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<b>School uniform</b>
Barrier to learning:	e, f
Category:	<b>4. Wider strategies</b>

Intended outcomes:	To ensure students are smart and well dressed, modelling the world of work. To enable and encourage students to take responsibility for their own appearance and raise self-esteem. We have improved the school uniform for this year with introduction of PE uniform for all students.	Success criteria:	<ul style="list-style-type: none"> <li>All students to be in uniform on a daily basis and to have pride in wearing it.</li> <li>Students attending PE in full PE uniform</li> </ul>
Staff lead:	SLT, Pastoral team, Form tutors, Admin		

	Year 1	Year 2	Year 3
Implementation	<p><b>How we will implement this intervention in year 1:</b></p> <ul style="list-style-type: none"> <li>Students to be given uniform at the start of the year</li> <li>Students to be given PE uniform at the start of the year</li> <li>Uniform to be checked daily at either morning entry or morning form time</li> <li>Uniform discrepancies to be challenged either directly with student and/or parent/carer dependent on the situation</li> <li>Replacement uniform to be issued where needed due to wear and tear or outgrowing</li> <li>If continuous loss/misplacement of uniform then parents/carers to be charged for replacements</li> <li>Uniform reminders to be sent to all families regularly e.g. ARD</li> </ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p>

Light-touch review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>		The intervention is performing: <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£1500.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£1700.00	Year 3	£1900.00
	Total anticipated expenditure:		£5100.00			
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remain the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remain the same <input type="checkbox"/>

	Total actual expenditure:	£
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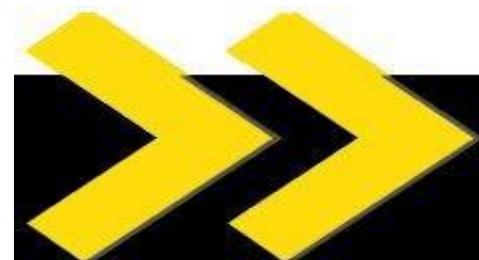
Intervention:	<b>Rewards</b>		
Barrier to learning:	<b>a, d, e, f, g</b>		
Category:	<b>4. Wider strategies</b>		
Intended outcomes:	To provide recognition for consistent and improved attendance, effort and behaviour in lessons and across the school. Using a positive behaviour approach to impact on whole school behaviour.	Success criteria:	Students to see the worth of the reward system and actively participate in it. To help support students in making positive behaviour choices and for this to be evident in the behaviour and attendance data (holds, exclusions, in class attendance, school attendance etc). Involvement of student council which helps students to feel and have a say in what is happening in the environment around them and for them.
Staff lead:	SLT, Admin, Pastoral team, Form teams, Welfare officer		
Implementation	Year 1	Year 2	Year 3
	<b>How we will implement this intervention in year 1:</b> <ul style="list-style-type: none"> <li>Review and update reward system so that it is clear, that students understand it and it is fair to all students</li> </ul>	<b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b>	<b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b>

	<ul style="list-style-type: none"> <li>Stream line reward assemblies to encourage most impact</li> </ul>		
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	<ul style="list-style-type: none"> <li>Include element of choice in rewards</li> <li>Regular review as part of curriculum review each half of term</li> </ul>					
Light-touch review notes	<b>Annual review notes:</b>	<b>Annual review notes:</b>	<b>Final review notes:</b>			
Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>Far above expectations <input type="checkbox"/></li> <li>Above expectations <input type="checkbox"/></li> <li>As expected <input type="checkbox"/></li> <li>Below expectations <input type="checkbox"/></li> <li>Far below expectations <input type="checkbox"/></li> </ul>			
Anticipated expenditure	Year 1	£3000.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£3200.00	Year 3	£3400.00

	Total anticipated expenditure:	£9600.00				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	<b>Student contingency fund</b>		
Barrier to learning:	e, f, h		
Category:	<b>4.Wider Strategies</b>		
Intended outcomes:	That all students are fed, correctly clothed, warm, dry and comfortable so that they are ready and able to participate fully in school life	Success criteria:	Students/families who need extra or emergency support are identified quickly and supported sensitively and in the child's best in
Staff lead:	HoS, SENCo, Welfare officer		



	Year 1	Year 2	Year 3
Implementation	<p><b>How we will implement this intervention in year 1:</b></p> <ul style="list-style-type: none"> <li>• HoS, SENCo, Welfare officer to meet at the start of Autumn 2 and then every half term to identify any key families/students to support and to agree on what specific support to be offered</li> <li>• Staff to be given information on what to do if they believe a family/child requires help</li> <li>• Staff to be supported in identifying students who may need assistance</li> <li>• Staff feeding back to SENCo or Welfare officer on students/families in need</li> <li>• Welfare officer and/or SENCo to agree support with HoS</li> <li>• If support given impact to be monitored</li> <li>• As part of SENCo role a record to be kept by SENCo of support offered, financial implications and impact. This to be brought to SLT half termly for review so that it can be ascertained that monies are having an impact</li> </ul>	<p><b>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</b></p>	<p><b>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</b></p>
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:

Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>		<ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	
Anticipated expenditure	Year 1	£700.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase ✓ Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£800.00	Year 3	£900.00
	Total anticipated expenditure:	£2400.00				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				