



Bruche Primary School Academy

Pupil Premium Strategy Statement – A Three Year Strategy (September 2024, 2025,2026)

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. All interventions are based on research and evidence of best practice using the EEF guidelines.

At Bruche each child is supported as an individual so that support is often bespoke to the child. All children are supported to be the very best that they can be in all aspects of their education.

Our priorities

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

- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour self-esteem and confidence
- Supporting Parents in order to work as effective partners

Barriers to future Attainment

Barriers to future attainment (for pupils eligible for Pupil Premium including high ability)	
In-school barriers	
	Children have limited / no parental support for homework, reading or academic study. As a result of limited reading support children are often behind their peers and do not have access to high quality reading material and engagement to develop their vocabulary.
	Aspiration, self-belief and confidence within the group of eligible for pupil premium there is a need for them to believe that they can achieve and have high expectations
	PPG children have social and emotional needs requiring additional pastoral care and guidance.
	Attendance and lateness can cause a significant loss of learning time for pupils
External barriers	
	Attendance and punctuality. On analysis of in school data Free School Meals (FSM)/PPG groups have lower attendance and a small number of pupils are persistently late for school effecting the attendance figures. Some pupils in this group have also had higher percentage of absence due to illness.
	Behaviour at home and family relationships. Some families report the challenges they face managing the behaviour of children at home. Some children come to school and are not prepared with the necessary equipment/ consent letters, correspondence and homework is not completed.
	Children and families do not always seek help and support from other agencies to support the development of their children, for example Speech and Language, keeping appointments etc.

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	More (50%) PPG children to attain greater depth reading in attainment and progress.	Progress and attainment of PPG children by the end of Key Stage 2 is significantly above that of national. More PPG children attain greater depth
	The aspirations, confidence and self-belief of pupils identified as eligible will improve and increase as evidence in increased contributions within the classroom, pupil and parental feedback.	Progress and attainment of PPG children by the end of Key Stage 2 is significantly above that of national.
	Attendance of the group of PPG children continues to improve. Punctuality also improves so that the children are not missing any learning.	Reduce the number of pupils whose absence falls below 10%. Improve overall PPG attendance and ensure children are on time for school.
	Provide emotional and social support for PPG children and their family to enable families and children have access to support outside the school setting e.g. Early help	Parents feel supported and gain access to support if needed. Children are more prepared for school and the school have effective engagement with parents.

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. Because of this we used the pre teach model for intervention and there is an example of how this looks below. Each of our interventions last 4 - 5 weeks (unless deemed to be having little impact). Each intervention starts with a form of assessment and ends with a review of the impact of intervention.

08:40 – 09:00 - Children in pre teach groups with a teaching assistant. The teaching assistant delivers a condensed lesson of the maths learning objective that day.

Maths lesson – Children remain in their pre teach groups in the daily maths lesson with the teaching assistant supporting them.

14:45 – 15:15 – Children in their pre teach groups and complete a consolidation session, with the teaching assistant reviewing and revising the learning in maths from that day.

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 adaptation

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

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

Quality of teaching

1. Provide high quality training through the Generate Teaching Hub
2. Work closely with the Math Hub 1 to support the development of Maths Teaching including members of staff trained in mastery teaching.
3. Teachers are encouraged to share good practice and have opportunities to visit other settings and observe other teachers within the setting
4. Training for the development of Phonics is prioritised ensuring that all staff are skilled to deliver phonics and to support children to use phonic strategies to read and to write

5. Leaders have dedicated leadership time to look at standards of teaching in their subject and to support other colleagues to develop their teaching
6. The school uses outside consultants to support leaders to evaluate school priorities and to develop the standards of teaching and learning
7. Leaders work with other leaders in the Multi Academy Trust to improve the standards of teaching in each subject area as well as developing middle leaders

Targeted academic support

1. Structured interventions for Speech and language development
2. Structured interventions for developing phonic knowledge, understanding and skills.
3. Small group tuition: Introducing targeted English and maths teaching for pupils who are ARE but the capacity for Greater depth.
4. Support from the pastoral lead (Nicola Charles) for emotional support
5. Pre teach and consolidation model of small group intervention.
6. Support for parents and children to improve their attendance
7. Personal reading libraries for every child. Book swap and donation station.
8. Targeted Friendship groups for children for our younger children.

Wider strategies

1. Parental engagement: Providing a Pastoral lead to support all aspects of Parenting
2. Engage with Parents from the start of Reception through the initial parents meeting and through home visits
3. PPG children are given priority access to clubs

4. PPG are given leadership opportunities and hold positions of responsibilities in the school like school council officers, road safety officers etc.

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.

Short term targets are set through our marking and feedback of children's work for every child 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 both informally and formally at Progress Meetings.

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 Executive Headteacher and PPG Governor is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

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

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

The school publishes its strategy for using the pupil premium on the school website. The school also publishes an evaluation of the impact if the spend the previous year

The school publishes a link to the school and college performance tables and the schools' performance tables' page on the school website.

Our funding

Funding summary: Year 1					
Total number of pupils	239 Pupils (excluding nursery)	PPG received per pupil	£1455	Indicative PPG as advised in School Budget Statement	£55850
		Number of pupils eligible for PPG	37	Actual PPG budget	£54280
					Total budgeted for £54280

The school estimate that the number of PPG funding remains relatively consistent, although numbers entering the school in future years cannot be accurately estimated.

Funding summary: Year 2					
Total number of pupils		PPG received per pupil	£	Indicative PPG as advised in School Budget Statement	£
		Number of pupils eligible for PPG		Actual PPG budget	£
					Total budgeted for £

Funding summary: Year 3

Total number of pupils		PPG received per pupil	£	Indicative PPG as advised in School Budget Statement	£ Total budgeted for £
		Number of pupils eligible for PPG		Actual PPG budget	£

Intervention planning

Intervention:	Phonics		
Category:	Quality of teaching		
Intended outcomes:	Continue to enhance quality of teaching of phonics	Success criteria:	The quality of teaching of phonics is strong across the school providing additional support for PPG pupils Fluency in reading has improved with PPG pupils in KS2 secure and fluent in reading a range of text
Staff lead:	Phonics lead (Chris Gould)		
Implementation	Year 1	Year 2	Year 3
	<p>Year 1 teacher to continue to receive Letter and sounds and RWI training and keep abreast of evidence-based research from EEF to improve the teaching of phonics training.</p> <p>Teachers to use strategies as a whole class strategy, target groups and individuals. The focus on raising PPG pupils reading decoding through segmenting and blending continues to be a priority.</p>	<p>Year 2 to receive bespoke training to ensure that strategies are continued into KS2 for the most vulnerable pupils including PPG and SEND.</p> <p>The strategy will be used as a whole class to support spelling and fluency in reading.</p> <p>The strategy will also be used to target groups and individuals.</p>	<p>Year 3 to receive bespoke training to ensure that strategies are continued into KS2 for the most vulnerable pupils including PPG and SEND.</p> <p>The strategy will be used as a whole class to support spelling and fluency in reading.</p> <p>The strategy will also be used to target groups and individuals.</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"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£6570	Is expenditure anticipated to increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£6570				
Actual expenditure	Year 1	£	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"/>
			Year 2	£	Year 3	£
	Total actual expenditure:	£				

What is the evidence and rationale for this choice?

Phonics support

From EEF phonics support has a proven impact with average gains of 4+ months.

Small group intervention with highly qualified staff have been shown to be effective as evidence as discussed in reliable evidence sources such as visible learning by John Hattie and the EEF toolkit.

The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective especially for older students.

Intervention:	<p>Teachers to access high quality training through the Generate Teaching Hub and in house experts including consultants Training First4Maths to be provided;</p> <p>Training for teachers new to their year group</p> <p>Training focused on memory, fluency and retention of mathematics</p> <p>Training focused on fractions, decimals, percentages and algebra</p> <p>Training on Reading 'catch up' interventions</p>		
Category:	Quality of teaching		
Intended outcomes:	<p>Ensure that all maths and reading teaching in the school is strong.</p> <p>As a result of High quality teaching PPG children make better than expected progress</p>	Success criteria:	<p>The quality of teaching is at least good with most teaching outstanding.</p> <p>PPG children make better than expected progress in mathematics and reading</p> <p>Progress at the end of KS2 is significantly above the national average</p>
Staff lead:	Maths Lead (Chris Gould) Toni Priddey (External Maths specialist) Reading lead (Chris Gould)		
Implementation	Year 1	Year 2	Year 3
	<p>Training identified for one teacher who are new to their year groups. Maths leader to assess needs and identify training needed.</p> <p>Mathematics leader to access training on fractions, decimals, percentages and algebra – and the gaps that are found through the baseline assessment completed in September.</p> <p>Reading lead to monitor the impact of shared reading in every class and identify any training needs.</p>	Leaders to assess the current training needs of staff members through monitoring and performance management.	Leaders to assess the current training needs of staff members through monitoring and performance management.

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"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations <input type="checkbox"/> Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£2500	Is expenditure anticipated to increase, decrease or remain the same?	Increased <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increased <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£2500				
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:	£				

The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective especially for older students.

There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress - EEF Toolkit

EEF report on the impact of whole class shared reading

Intervention:	School to commission a PPG review bi-annually from an external consultant. This will ensure that the school has an accurate understanding of the impact of PPG funding and support to review and improve processes. Last completed 2024.		
Category:	Quality of teaching		
Intended outcomes:	The school has an accurate understanding of the impact of PPG funding and support the school to review and improve interventions and provision	Success criteria:	PPG pupils will have well targeted support and interventions in order to maximise the impact of PPG funding. PPG pupils will have continued improved outcomes with progress in line with their peers at the end of KS2 Leaders will have an accurate view of where the school is at and areas for improvement
Staff lead:	Chris Jones (Executive Headteacher) Hannah Kerrigan (Assistant Headteacher), Chris Gould (Assistant Headteacher)		
Implementation	Year 1	Year 2	Year 3
	Ensure the latest PPG review's areas for development are achieved.	Commission an external PPG review from an external consultant annually to review the impact and provision of PPG funding.	Ensure the latest PPG review's areas for development are achieved.
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"> • Far above expectations • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£ 6750	Is expenditure anticipated to increase, decrease or remain the same?	Increased <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increased <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
	Total anticipated expenditure:	£ 6750				
			Year 2	£	Year 3	£
Actual expenditure	Year 1	£	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:	£				
			Year 2	£	Year 3	£

Intervention:	Individual and small group tuition by qualified teachers in English and Maths in years 4, 5 and 6 which targets specifically able pupils where appropriate.		
Category:	Targeted academic support		
Intended outcomes:	Pupils targeted make accelerated progress in reading and maths improving fluency and understanding	Success criteria:	PPG pupils make accelerated progress in their reading from their starting point
Staff lead:	SENDco (Hannah Kerrigan), Maths lead (Chris Gould), Reading lead (Chris Gould) and PP lead (Executive Head – Chris Jones)		
Implementation	Year 1	Year 2	Year 3
	<p>Following on from using assessment information, individual pupils will be identified and targeted for support.</p> <p>The intervention is delivered in groups of 5/6 for 3 x 60 minute sessions weekly. The intervention will be carried out over a ten-week period and then reviewed.</p>	<p>Following on from using assessment information, individual pupils will be identified and targeted for support.</p> <p>The intervention is delivered in groups of 5/6 for 3 x 60 minute sessions weekly. The intervention will be carried out over a ten-week period and then reviewed.</p>	<p>Following on from using assessment information, individual pupils will be identified and targeted for support.</p> <p>The intervention is delivered in groups of 5/6 for 3 x 60 minute sessions weekly. The intervention will be carried out over a ten-week period and then reviewed.</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"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£ 7750	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£ 7750				
Actual expenditure	Year 1	£	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"/>
			Year 2	£	Year 3	£
	Total actual expenditure:	£				

What is the evidence and rationale for this choice?
 One to one/ small group tuition
 EEF shows a gain of 5+months.
 The research has shown strong evidence of impact

Intervention:	Pre teach for reading and maths		
Category:	Targeted academic support		
Intended outcomes:	Pupil outcomes demonstrate at least good progress Improved outcomes for PP children in EYFS. 2 year old/3 year old provision relative to starting points show outstanding progress. KS1 interventions demonstrate a narrowing of an attainment gap where one appears by the end of year 2. KS2 interventions demonstrate the attainment gap has closed by the end of year 6.	Success criteria:	Improve the outcomes for PPG children in mathematics, improving the progress for PPG children and the more able.
Staff lead:	Chris Gould (Maths lead)		
Implementation	Year 1	Year 2	Year 3
	<p>RM intervention is timetabled into the school day for groups of children and afterschool for others. Children are identified for this support based upon tracking data.</p> <p>The intervention has entry assessments and the programme responds to children's starting points. Progress will be measured from this starting point. This will take place 3 x 15 minutes weekly.</p> <p>The intervention takes place in the tutor rooms with a teaching assistant in two groups.</p>	<p>RM intervention is timetabled into the school day for groups of children and afterschool for others. Children are identified for this support based upon tracking data.</p> <p>The intervention has entry assessments and the programme responds to children's starting points. Progress will be measured from this starting point. This will take place 3 x 15 minutes weekly.</p> <p>The intervention takes place in the tutor rooms with a teaching assistant in two groups.</p>	<p>RM intervention is timetabled into the school day for groups of children and afterschool for others. Children are identified for this support based upon tracking data.</p> <p>The intervention has entry assessments and the programme responds to children's starting points. Progress will be measured from this starting point. This will take place 3 x 15 minutes weekly.</p> <p>The intervention takes place in the tutor rooms with a teaching assistant in two groups.</p>

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

What is the evidence and rationale for this choice?

One to one tuition

EEF shows a gain of 5+months. The research has shown strong evidence of impact.

Use of information technologies

From EEF use of information and communication technologies shows that children can make a potential gain of 4+ months.

Intervention:	Pastoral lead to target PPG children and work closely with parents to improve their attendance and punctuality.		
Category:	Wider Strategies		
Intended outcomes:	Attendance of the group of PPG children improves and the difference diminishes between this group and others. Punctuality also improves so that the children are not missing learning.	Success criteria:	Attendance of PPG pupils improves year on year.
Staff lead:	Nicola Charles (Pastoral and Welfare Lead), Jill Kerrigan (Attendance Lead)		
Implementation	Year 1	Year 2	Year 3
	<p>Learning mentor to monitor the attendance of individuals</p> <p>Learning mentor to work closely with parents to support them to improve the attendance of their child</p> <p>Implement the schools toolkit for attendance</p> <p>Work closely with the LA engaging with the enforcement team</p> <p>Implement an Early Help for pupils with persistent attendance</p>	<p>Learning mentor to monitor the attendance of individuals</p> <p>Learning mentor to work closely with parents to support them to improve the attendance of their child</p> <p>Implement the schools toolkit for attendance</p> <p>Work closely with the LA engaging with the enforcement team</p> <p>Implement an Early Help for pupils with persistent attendance</p>	<p>Learning mentor to monitor the attendance of individuals</p> <p>Learning mentor to work closely with parents to support them to improve the attendance of their child</p> <p>Implement the schools toolkit for attendance</p> <p>Work closely with the LA engaging with the enforcement team</p> <p>Implement an Early Help for pupils with persistent attendance</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"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 		<ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	
Anticipated expenditure	Year 1	£ 8250	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>
			Year 2	£	Year 3	£
	Total anticipated expenditure:	£ 8250				
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:	£				

What is the evidence and rationale for this choice?

Attendance and lateness serves as a huge barrier to individuals. Improving attendance will remove this barrier for the children. Improving attendance concerns can have a huge impact on attainment and progress.