

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 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.



BROMLEY BEACON ACADEMY

'Shining light on potential'

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 (based on 'I can' statements RAG) and support packages including 'Reading Eggs' and 'Read, Write, Inc'
 - Maths interventions to target key areas of low progress (based on 'I can' statements RAG) 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/outward bounds day
4. Wider strategies
 - Reward trips to support improving behaviour
 - Additional training/support for staff in key areas e.g. champions
 - School uniform
 - Rewards
 - Student contingency fund

Funding Overview – 3 year estimate

Funding summary: Year 1 & 2					
Year 1 Total number of pupils	KS2 – 28 KS3 – 19 Total – 47	PPG received per pupil	KS2 £1320 KS3 £935	Indicative PPG as advised in School Budget Statement	£44,770
		Number of pupils eligible for PPG	KS2 – 24 KS3 – 14 Total – 38	Actual PPG budget	£44,770
Year 2 Total number of pupils	KS2 – 29 KS3 – 21 Total – 50	PPG received per pupil	KS2 £1345 KS3 £955	Indicative PPG as advised in School Budget Statement	£51,205
		Number of pupils eligible for PPG	KS2 – 26 KS3 – 17 Total – 46	Actual PPG budget	£51,205

Funding estimate: Year 3	
Estimated pupil numbers	KS2 38 KS3 20 Total 58
Estimated number of pupils eligible for PPG	KS2 35 KS3 17 Total 52
Estimated funding	KS2 £46,200 KS3 £15,895 Total £62,095


BROMLEY BEACON ACADEMY
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Intervention planning

Intervention:	Bespoke CPD/training for individual members of staff		
Barrier to learning:	b, c, d, f, g		
Category:	1. Teaching		
Intended outcomes:	That 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"> • All members of staff to have completed level 2 qualifications in English and Maths where they do not currently hold this • Champions to have attended at least one CPD/course for their particular area • Bespoke areas of CPD/training to be identified for individual members of staff • 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
Staff lead:	SLT, teachers, HLTA		



	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: <ul style="list-style-type: none"> Support/exam practice offered to staff to gain level 2 in key skills. Exams to be offered through the school PPs knowledge and understanding will be developed and embedded through personalised training and support led by identified staff including HLTAs Use of skills network for level 3 qualifications Support provided to champions to choose training based on needs. School to financially support this training Olevi offered to TAs (OTAP) and teachers (OTP) 	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): <ul style="list-style-type: none"> SEN audit to ascertain needs and wants New staff to complete the Olevi programme Champions to lead on CPD and follow ups Last members of staff to complete Level 2 in English and Maths Audit of PP strengths to ascertain further champions Further CPD to be identified for particular student needs 	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):
Light-touch review notes	Annual review notes: <ul style="list-style-type: none"> 1 member of staff has completed Level 2 maths. Second member of staff due to complete in 2020/21 due to Covid shut down and personal circumstances 2 qualified HLTA's 2 member of staff has completed Level 2 Maths All permanent PPs and teachers now completed Olevi All champions have been attending relevant workshops offered by LBB once every term. 	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 x • 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	£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	£3000.00	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:	Weekly individual coaching sessions		
Barrier to learning:	b, c, d, i		
Category:	1. Teaching		
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 60 % being judged as 'outstanding'
Staff lead:	SLT, Curriculum leaders, teachers		
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in year 1:</p> <p>All teaching staff given the opportunity for a weekly coaching session with either a curriculum leader or member of SLT. Some staff directed to coaching sessions were 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>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> Olevi programmes are timetabled to run this year for PPs and new class teachers across the Trust. AHT (T&L) will be completing the Advanced Power of coaching in October and a programme will be devised to provide coaching to all staff linked to the Olevi training. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>



Light-touch review notes	Annual review notes: Coaching was provided for PPs that had completed the Olevi Programme to support their Performance Management. Before Lockdown, however this was not completed due to Lockdown.		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 x • 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	£1000.00	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:	£3000.00				
Actual expenditure	Year 1	£1000.00	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:	Academic trips		
Barrier to learning:	a, e, f, g		
Category:	1. Teaching		
Intended outcomes:	<ul style="list-style-type: none">• To expose students to cross curricular opportunities and education in context.• To make learning interactive and engaging.• 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.	Success criteria:	At least 3 curriculum trips per year for each student which are linked to the themed learning and give students opportunities to discover new ways of thinking, how curriculum links to the world, how curriculum links to careers etc.
Staff lead:	Curriculum lead, teachers and SLT		



	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • All themes for the year to be pre planned • CPD time to be given to discuss and decide • All trips to be planned at start of the year so students are aware • Planned trips to link to theme and curriculum aims. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • Three year curriculum plan to be finalised. With new themes for years 2 and 3. Educational visits will not take place in the Autumn term, due to Covid -19, however we will be looking at inviting outside speakers to speak to the students virtually. • CPD time is planned throughout the year to continue to evaluate the themes taught and to continue to plan the themes for the terms coming up. • Trips to have a career based theme e.g trip to parliament and behind the scenes in a supermarket with a view of possible careers • Trips will begin to take place once it is safe to do so. Until then we will be looking at broadening the children's learning through virtual experiences. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>
Light-touch review notes	<p>Annual review notes:</p> <ul style="list-style-type: none"> • These were completed but due to Lockdown the other themes were not taught. These themes will remain on the three year curriculum as year one and new themes will be used in year two and three. Each theme had a planned educational visit. This took place in Autumn 1 when we visited BBAO, however due to Covid, no other visits took place. 	<p>Annual review notes:</p>	<p>Final review notes:</p>

	<ul style="list-style-type: none">Planned CPD sessions were incorporated into the timetable to evaluate themes and to discuss how to improve. Time was given to support planning and resourcing for each new theme.At the beginning of the academic year, we created a long term plan for trips which showed 3 educational visits linked to themes planned and 3 reward trips to support teaching and learning. Due to Covid, only three of these trips took place.Three educational trips were planned at the beginning of the year, however only one took place due to Covid.					
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"/>			
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	£2700.00
	Total anticipated expenditure:	£7800.00				

Actual expenditure	Year 1	£1500.00 (due to lockdown)	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"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Curriculum development			
Barrier to learning:	a, b, c, d, e, f, g, h, i			
Category:	1. Teaching			
Intended outcomes:	Delivering a curriculum that prepares every child for LIFE (learning, independence, friendship, emotions) 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">• Students actively engaged in learning• Lower percentage of behaviour incidents• Lower percentage of internal exclusions• Lower percentage of external exclusions• Greater percentage of students making expected or greater than expected progress	
Staff lead:	Curriculum lead, teachers and SLT			



	Year 1	Year 2	Year 3
Implementation	<p>How we will implement this intervention in year 1:</p> <ul style="list-style-type: none"> • All themes for the year to be pre planned • CPD time to be given for reflection and planning time • 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. • Review curriculum at the end of each theme to evaluate progression made in Teaching and Learning and that the rationale for content choices and curriculum sequencing • From this review changes made or key areas developed for the next theme/half term or planned for longer term development • Within each curriculum theme there are planned enrichment activities, e.g. Educational Visit, Key Speakers. 	<p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • CPD time to continue to be given for reflection and planning time. • Themes will be moderated through the SRE cycle and during Curriculum Leaders meetings. • As part of SRE cycle 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. • To continue to review curriculum at the end of each theme to evaluate progression made in Teaching and Learning and that the rationale for content choices and curriculum sequencing. • From the review ensure that there is increased challenge in teaching and learning, specifically creative style learning to encourage students to think independently. • Educational visits will begin again, once it is safe to do so. (Covid-19) • Virtual visits of museums etc. will take place until then. 	<p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p>

<p>Light-touch review notes</p>	<p>Annual review notes:</p> <ul style="list-style-type: none"> • Themes were planned before the academic year began and shared with staff. • Sessions are built into the CPD calendar to reflect on the current theme being taught and to plan as Curriculum Leaders the theme for the next term. • Termly learning walks, lesson observations and book scrutinies took place until Covid Lockdown. Feedback was given to staff and support put into place where needed. All work showed triangulation linked to the themes, learning objectives linked to the NC and pupil progress linked to Pupil Asset. • The curriculum was reviewed throughout the terms, using learning walks, book scrutinies and lesson observations. This showed that the content choices suited the needs of our students and had clear curriculum sequencing. This happened up until Lockdown. When we reopened we used a recovery Curriculum for 6 weeks to support the students returning from Lockdown. • From the review a three year curriculum plan has now been devised. • Educational Trips were planned. Key Speakers were due to visit in Term 3 however this was cancelled due to Covid. • Emergency curriculum put in place due to Covid-19. Various online resources purchased and used 	<p>Annual review notes:</p>	<p>Final review notes:</p>
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Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> Below expectations x (due to lockdown) 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	£3000.00	Is expenditure anticipated to increase, decrease or remain the same?	Increase <input type="checkbox"/> Decrease ✓ 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	£2500.00	Year 3	£2500.00
	Total anticipated expenditure:	£8000.00				
Actual expenditure	Year 1	£2500.00 (due to Covid-19 however various packages purchased to use through lockdown)	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 ‘I can’ statements RAG) and support packages including ‘Reading Eggs’ and ‘Read, Write, Inc’		
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
	How we will implement this intervention in year 1: <ul style="list-style-type: none"> Develop how literacy interventions run and how they are tracked Work with schools within the trust so that we are using best practice 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. Increased funding to pay a percentage of a literacy/reading intervention member of staff 	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): <ul style="list-style-type: none"> Termly meetings will continue to take place with intervention staff and progress tracked on Pupil Asset Termly TSG meetings to continue. New phonics scheme to be introduced to support the learning of reading At home reading scheme to be relaunched and promoted. 	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

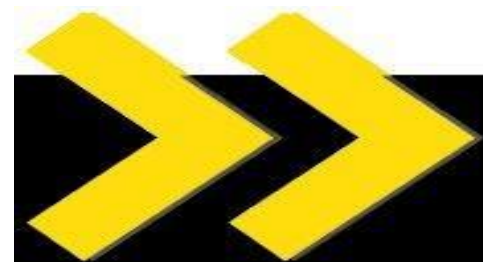
	<ul style="list-style-type: none"> • To identify support that can be used within class and relay this to class staff and offer continued support with this • Continue to use and promote 'Reading Eggs' and 'Read, Write, Inc' to help support students and parents/carers with home learning and also helps to engage students with their literacy skills • Introduce 'Nessy' dyslexia support app to support students who are either amber or red on the dyslexia testing scores 		
Light-touch review notes	<p>Annual review notes:</p> <ul style="list-style-type: none"> • Literacy interventions are timetabled. At the start of each term, there is an entry meeting with the Intervention teacher where pupil progress is tracked and targets are identified for students that need intervention. At the end of each term there is an exit meeting to track progress. • Termly Trust Strategy Groups take place to share best practice and to work with an action plan to support consistency where possible and best practice across the trust. • Each class was given a budget of £200 to improve reading corners in classroom to engage the love of reading with students. Each class created a book tree, where students added 'leaves' to the tree showing books that they had read and enjoyed. A reading at home scheme was relaunched, just before Lockdown but needs to be embedded. • A permanent member of staff was appointed to lead on Literacy Interventions across the school. 	<p>Annual review notes:</p>	<p>Final review notes:</p>

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 x 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	£2900.00	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	£3100.00	Year 3	£3300.00
	Total anticipated expenditure:	£9300.00				
Actual expenditure	Year 1	£2900.00	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 science, cookery etc. To enhance numeracy skills across the school.	Success criteria:	<ul style="list-style-type: none"> To ensure all students make at least expected progress in maths and identifying those students who, with extra support, could make rapid progress. Supporting year 6 KS2 students to access and gain their numeracy SATs
Staff lead:	Curriculum lead, Maths lead, intervention teacher, class teacher, SLT		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: <ul style="list-style-type: none"> Develop how numeracy interventions run and how they are tracked Work with schools within the trust so that we are using best practice Increased funding to pay a percentage of a numeracy intervention member of staff To identify support that can be used within class and relay this to class staff and offer continued support with this. 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. Research other numeracy apps/software to 	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): <ul style="list-style-type: none"> Embed interventions through tracking progress of students. Interventions will show clear progress in English and Maths TSG will continue Funding will support a percentage of a numeracy and literacy intervention member of staff. 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 	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

Light-touch review notes	<p>Annual review notes:</p> <ul style="list-style-type: none"> • Numeracy interventions are timetabled. At the start of each term, there is an entry meeting with the Intervention teacher where pupil progress is tracked and targets are identified for students that need intervention. At the end of each term there is an exit meeting to track progress. • Termly Trust Strategy Groups take place to share best practice and to work with an action plan to support consistency where possible and best practice across the trust. • A permanent member of staff was appointed to lead on Literacy Interventions across the school. • A permanent member of staff was appointed to lead on numeracy interventions across the school. • My Maths is used weekly in class and was used as part of remote learning during lockdown. <p>Prodigy App was introduced to KS3 and was successful in supporting the students in numeracy.</p>	Annual review notes:	Final review notes:
Light-touch review overall assessment	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	<p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>



Anticipated expenditure	Year 1	£2400.00	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:	£7800.00				
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:	Speech and Language Therapy (SALT)		
Barrier to learning:	a, b, c, d		
Category:	2. Targeted academic support		
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"> Improved SALT outcomes for identified students through 1-1/small group support Improved in class SALT interventions Students making expected progress within literacy
Staff lead:	SENCo, SALT specialist, SALT champion, SLT		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: <ul style="list-style-type: none"> SALT evaluation and intervention will support both in and out of class interventions to assist students to reach their full communicative potential. Identified students are given individualized SALT targets and advice is given for individual students to support with emotional literacy. Advice is given to support lego therapy, social stories and whole school emotional literacy. SALT specialist directly undertakes literacy interventions including vocabulary and expressive language and emotional literacy. 	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): <ul style="list-style-type: none"> SALT review to be completed to analysis the school need as we now have 20 more students than last year Other areas from last year to be implemented Further training for individual PPs to be put in place so that more SALT intervention can happen in the classroom 	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

Light-touch review notes	Annual review notes: <ul style="list-style-type: none"> Across the last year SaLT had 23 students on her workload, out of those she was able to discharge 4, 4 were not seen due to COVID and the remaining 15 all had new targets set. Only 4 of the SaLT student specified emotional literacy these targets were achieved and new targets set. We no longer provide lego therapy but the school now have 'Huses' which are a better form of social skills and do cover the whole school. 6 students were helped with interventions with language skills specifically alongside emotional literacy. Training was provided to whole school as part of CPD. 		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	£6000	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	£6100	Year 3	£6200

	Total anticipated expenditure:	£18,300.00				
Actual expenditure	Year 1	£6000.00	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:	Group and individual therapy offer				
Barrier to learning:	a, d, e, h				
Category:	3. Targeted SEMH support				
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"> • 100% therapy offer (apart from those accessing therapeutic support off site e.g. CAMHs) • Increase in SEMH data across the 5 identified development strands: Self-worth, Self-awareness, Relationships, Communication/Interaction and Problem Solving. • Mental Health Weeks • Drop in sessions offered • In class mental health interventions 		

Staff lead:	Therapy team and SLT		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: <ul style="list-style-type: none"> Full therapeutic team in place at the start of the year Regular line management with HoS Regular feedback to staff including in class, SENCO, welfare officer etc. Regular weekly drop ins Analysis of SEMH data to decide on whole school strategies and individual student needs Organisation of Mental Health Weeks (at least 3 over the year) 	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): <ul style="list-style-type: none"> Ensure that there are two/three part time therapists in place Zoom or a pre-recorded link of parental help/advise for parenting in lockdown situations to be put on remote learning platform/website to support parents Using SEMH and behaviour data, therapy to lead CPD session to support staff with strategies in class RNN data to also be shared with staff termly to identify trends in behaviour as part of a CPD Drop ins proving to be successful so to continue Sensory room to be priced and organised 	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):
Light-touch review notes	Annual review notes: <ul style="list-style-type: none"> 2 therapists in place Regular line management sessions with AHT Therapy attending safeguarding meetings with therapeutic updates Drop ins and regular slots offered to students SEMH data shared with all staff and used as part of the PSP plans and behaviour action plans to ensure therapy can 	Annual review notes:	Final review notes:

	<ul style="list-style-type: none">• Therapy teams have met with teachers and pastoral team to support with PSP• Therapists played a key role during the National lock down keeping regular contact with students who were seen before the lock down and also working with staff to identify key students of concern and working, remotely, with them and their families to support					
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	£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				

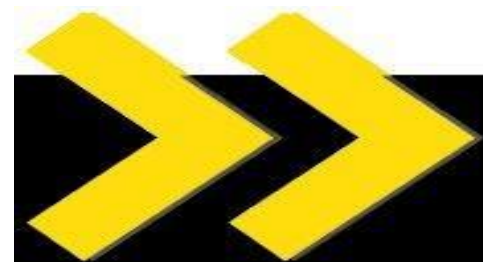


Actual expenditure	Year 1	£13,000	Year 2	£	Year 3	£
			Did expenditure increase, decrease or remain the same?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	SEMH tracker		
Barrier to learning:	a, d, e, h		
Category:	3.Targeted SEMH support		
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">• Termly data entry with published outcomes• Termly data pack presented to SLT• Individual and whole school actions to be agreed and implemented following each data drop
Staff lead:	Therapy team, SEMH target tracker team and SLT		



	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: <ul style="list-style-type: none"> • Staff to feedback to tracker team on seen/not seen elements • SEMH tracker team to meet termly - cover provided where necessary to facilitate this • Therapy team to process data and complete data pack. • Therapy team to use data to produce outcomes and action plan • Therapy team to present to SLT for discussion and decision 	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): <ul style="list-style-type: none"> • Tracker data drop booked to complete baseline in October. Therapy, pp and class teacher to all input the data to ensure accuracy • Data pack to be shared in CPD session to highlight trends and areas of concern • Therapy team to meet with AHT weekly to discuss pupils and upcoming events • Therapy to attend SLT half termly to discuss key issues • Following baselining action points to be put in place to support students – especially those that have regressed during the National lock down 	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):
Light-touch review notes	Annual review notes: <ul style="list-style-type: none"> • Tracker not completed in Summer due to National Lockdown • Data may have changed drastically due to the impact of quarantine • Spring data not seen by staff due to covid – needs to be shared in CPD session 	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 x 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	£1000.00	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:	£3000.00				
Actual expenditure	Year 1	£1000.00	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:	Challenge/team building/outward bounds day		
Barrier to learning:	a, d,e f, g		
Category:	3.Targeted SEMH support		
Intended outcomes:	To provide opportunities to those students from disadvantage families with similar enrichment trips as their peers. 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 KS3 and KS2 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
	How we will implement this intervention in year 1: <ul style="list-style-type: none"> Book appropriate day, either on or off site Keep students in class teams with class staff for activities Assess and review www and ebi from the day so that improvements can be put in place for following year 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 Tracking of behaviours on the day 	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): <ul style="list-style-type: none"> Booking of day TBC due to covid restrictions Communities now class based until further notice Impact day to be shared with pupils before the event happens – a timetable to be shared with them. Allocated pastoral team member to act as mentors (divided into key stages) named members to be shared with pupils Attendance tracker to be reviewed half 	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

Light-touch review notes	Annual review notes: <ul style="list-style-type: none"> Winning community attended a day at an enrichment centre Due to covid , impact day to be pushed back until further notice following government guidelines Previous year assessment of impact day was that pupils need a timetable of events before the actual day Mentor's also to be divided with the pastoral team (class allocated) PSPS's to be in conjunction with SEMH target setting 		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 x 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	£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	£800.00	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"/>	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual expenditure:	£				

Intervention:	Reward trips to support improving behaviour		
Barrier to learning:	a, d, e, f, g		
Category:	4. Wider strategies		
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		



	Year 1	Year 2	Year 3
Implementation	How we will implement this intervention in year 1: <ul style="list-style-type: none"> Reward trips to be planned at the start of the year so that students know what they are working towards Behaviour and attendance data to be tracked carefully Case studies to include evidence were appropriate Golden tickets to be used as an incentive for certain students Student council to be involved in decision making on rewards trips 	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): <ul style="list-style-type: none"> Until Covid restrictions have been changed onsite reward activities to be used Virtual reward system to be researched and organised (possibly 'Pat my back') so that tick sheets are not going home or causing issues at the end of the day. This will also make it more interactive with parents/carers Behaviour tracked weekly, to be shared with staff termly. RRM data requirements to be analysed for compliancy and shared with staff to focus on strategies for high level behaviours List of possible trips/reward activities to be created by staff , student council to have the final decision 	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):
Light-touch review notes	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected x 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	£4000.00	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	£4200.00	Year 3	£4400.00
	Total anticipated expenditure:	£12,600.00				
Actual expenditure			Year 2	£	Year 3	£
	Year 1	£1500.00	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:	Additional training/support for staff in key areas e.g. champions		
Barrier to learning:	a, b, c, d, e, f, g, h, i		
Category:	4. Wider strategies		
Intended outcomes:	Members of staff (champions) across all levels can support fully in key areas e.g. ADD, PP, SALT, Phonics, parental engagement, dyslexia, dyspraxia etc. Champions to raise awareness of their area to staff to support with better provision and individualisation for students	Success criteria:	Every champion has had individual training within their area and take a full and active role within this. Staff are able to approach these members of staff for this support as well as the champions delivering staff and individual CPDs on their own areas
Staff lead:	HoS, AHTs, SENCo, champions		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: <ul style="list-style-type: none"> Each champion to have a line manager (HoS, AHTs or SENCo) to support. Regular line management meetings Line managers to feedback during line management with HoS Key areas of development for staff and area to be identified through line management 	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): <ul style="list-style-type: none"> T&L lead to attend Olevi APOC programme so that she is better able to coach other members of staff Parental engagement champion to work with SLT to find ways to continue the previous success with parental engagement when we can not offer in school visits due to Covid restrictions e.g. newsletter Other implementations from last year to continue 	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

	<ul style="list-style-type: none"> • Staff to attend training or given extra support where necessary • When confident and prepared staff CPD to be scheduled and led by champion and line manager • Champions to arrange outside speakers to lead on certain CPDs 		
Light-touch review notes	Annual review notes: <ul style="list-style-type: none"> • SaLT, ASD & Dyslexic champions regularly liaise with SENCO interventions and equipment have been used to support Champions suggestions. • Parental engagement champion has met regularly with HoS and there has been increased parental engagement before National lockdown • All champions have been attending relevant workshops offered by LBB once every term. • Two DDSL's trained to support DSL whilst in class • Continuing Olevi programme • Champions have sourced and/or led on various areas such as dyslexia or SALT 	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 x • 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	£1500.00	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	£1500.00	Year 3	£1500.00
	Total anticipated expenditure:	£4500.00				
Actual expenditure	Year 1	£1500.00	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:	School uniform		
Barrier to learning:	e, f		
Category:	4. Wider strategies		
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"> • All students to be in uniform on a daily basis and to have pride in wearing it. • Students attending PE in full PE uniform
Staff lead:	SLT, Pastoral team, Form tutors, Admin		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: <ul style="list-style-type: none"> • Students to be given uniform at the start of the year • Students to be given PE uniform at the start of the year • Uniform to be checked daily at either morning entry or morning form time • Uniform discrepancies to be challenged either directly with student and/or parent/carer dependent on the situation • Replacement uniform to be issued where needed due to wear and tear or outgrowing • If continuous loss/misplacement of uniform then parents/carers to be charged for replacements • Uniform reminders to be sent to all 	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): <ul style="list-style-type: none"> • To continue with this scheme to provide uniform to all students • Replacements (if lost) to be paid for by parents/carers unless family need support and then this funding should be taken through Student Contingency Funding (see below) • Uniform reminders to continue and checks at entry to school to continue 	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

Light-touch review notes	Annual review notes: <ul style="list-style-type: none"> As in previous years many of our families are in low income bracket and as such find it difficult to supply full school uniforms. To assist with this students can wear black trousers and white tops which can be bought at any store. The school provides students with school jumpers and polo shirts which means that there is a smart dress code for all. Students feel proud to wear their uniform and this also supports any issues of students having to buy more expensive 'own' clothes to fit in at school 		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 x 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	£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	£2700	Year 3	£3000

	Total anticipated expenditure:	£5100.00				
Actual expenditure	Year 1	£ 2,356.31	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:	Rewards				
Barrier to learning:	a, d, e, f, g				
Category:	4. Wider strategies				
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	

Staff lead:	SLT, Admin, Pastoral team, Form teams, Welfare officer		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: <ul style="list-style-type: none"> Review and update reward system so that it is clear, that students understand it and it is fair to all students Develop a closer link of reward system to LIFE Develop a closer link of reward system to bonus ticks Stream line reward assemblies to encourage most impact Include element of choice in rewards Regular review as part of curriculum review each half of term 	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): <ul style="list-style-type: none"> Reward system to link to online platform and class tracker (bonus ticks) LIFE assemblies to continue (via zoom) Communities to play an active role in reward assemblies and trips to be allocated to the winning community. Pupils also give responsibility to lead the communities (community captains) Student council to also be involved in ideas for rewards All other implementations from previous year to continue 	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):
Light-touch review notes	Annual review notes: <ul style="list-style-type: none"> Tick sheet system was updated and crosses taken out so as not to overly show the negative Celebration certificates are now linked clearly to LIFE Weekly reward shop linked to celebration assemblies give students a choice of weekly rewards School council played an active part in choosing the reward trip (before National lockdown) Half termly reward prizes for attendance including pizza lunch and breakfast at a cafe 	Annual review notes:	Final review notes:



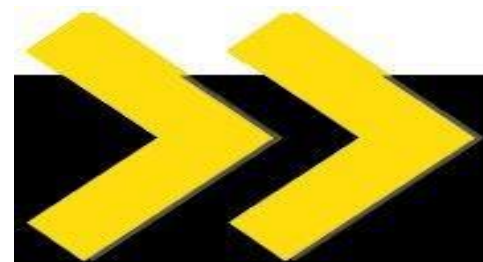
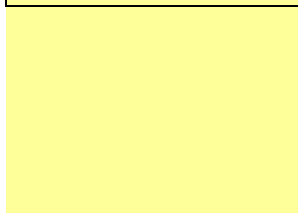
Light-touch review overall assessment	The intervention is performing:		The intervention is performing:		The intervention is performing:	
	<ul style="list-style-type: none"> Far above expectations <input type="checkbox"/> Above expectations <input type="checkbox"/> As expected <input type="checkbox"/> 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	£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	£2500.00	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:	Student contingency fund		
Barrier to learning:	e, f, h		
Category:	4.Wider Strategies		
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		
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in year 1: <ul style="list-style-type: none"> • HoS, SENCo, Welfare officer to meet at the start of Autumn 2 to identify any key families/students to support and to agree on what specific support to be offered • Staff to be given information on what to do if they are believe a family/child requires help • Staff to be supported in identifying students who may need assistance • Staff feeding back to SENCo or Welfare officer on students/families in need • Welfare officer and/or SENCo to agree support with HoS • If support given impact to be monitored • 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 	How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review): <ul style="list-style-type: none"> • Development of a formal referral process to SENCO • This will continue as put in place in year 1 as this process works well 	How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):

Light-touch review notes	Annual review notes: <ul style="list-style-type: none"> Feedback to SENCo Welfare officer This happens via email, weekly safeguarding meetings, parents contacting SENCO, staff concerns and during COVID 19 Lockdown. A huge amount of work happened on this especially during Covid 19 and the National lock down. There were many families that were in need during this period for varying reasons and staff referred following daily phone calls. 		Annual review notes:		Final review notes:	
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> Far above expectations x 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	£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	£1500.00	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:	£				



Year 7 Literacy and Numeracy Catch Up – CANCELLED FOR YEAR 2020 - 2021

The government provide literacy and numeracy catch up funding for those students who do not reach a scaled score of 100 (expected attainment) in either reading or maths in the year 6 SATs exams. Interventions, to help students catch up with the national cohort, need to be examined carefully so that the money is used effectively. A condition of the funding is that we must publish details of how we spent the funding and the impact that it has had. We must also document how we intend to spend the funding in the next year.

Financial Year	Number of Students Eligible	Year 7 Catch Up Funding
2016-17	4	£1333
2017-18	10	£3300
2018 – 19	6	£1980
2019 – 20	5	£1650
2020 – 21	Not continuing	Not continuing

Proposed Spend 2019 – 2020

PROJECT	COST*	OBJECTIVE	INTENDED IMPACT
Targeted reading intervention delivered by literacy intervention coordinator	£600	To support students to be able to use phonics to improve their reading so that they can better access their work and make rapid progress in literacy – contribution towards salary.	One to one reading intervention to support increasing reading ages and comprehension of the year 7 students. Many students are several years behind expected so need bespoke support to help with this.
Targeted Numeracy intervention delivered by Maths intervention PP	£600	PP to support students to improve their 'foundation' mathematic skills e.g. timetables, 4 functions	Through the last year we found that, often, our students struggled to access and progress quickly within their maths lessons as they needed to improve their basic maths skills such as the timetables. We believe that it is important for them to be able to improve these so that they can then make rapid progress within the classroom.
Read, Write, Inc Freshstart programme delivered by trained teachers/PPs	£450	To give a intervention package to support reading and writing catch up in year 7	The Read, Write Inc Freshstart programme is to be used in small group sets to support the rapid progress of students in reading and writing so that they are able to move rapidly towards age expected levels.
			Total: £1650.00



BROMLEY BEACON ACADEMY

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Covid Catch Up Premium and National Tutoring Programme 2020 - 2021

The government are providing a one-off universal Covid Catch Up Premium for 2020 – 2021 to support children and young people to catch up. A National Tutoring Programme has also been launched to provide additional, targeted support for children who are in the disadvantaged and vulnerable groups. As a Hub, we have decided not to use the Tutoring Programme due to the nature of our students who would find it very difficult to access support from people that are not known to them.

The table below outlines how that Catch Up Premium of £18,720 will be used to support our students catch up in 2020 – 2021.

Proposed Spend 2020 – 2021

PROJECT	COST*	OBJECTIVE	INTENDED IMPACT
Numeracy catch up sessions after school	£6000	Those students who are identified as having large GAPs in the GAP analysis following baseline to be offered numeracy tuition after school.	Numeracy catch up is intended to reduce the GAP between where students are at the September baseline and where they were expected to be if the National lock down had not happened. This money will pay for staff to offer extra catch up sessions which would not normally be part of the working day
Literacy catch up sessions after school	£6000	Those students who are identified as having large GAPs in the GAP analysis following baseline to be offered literacy tuition after school.	Literacy catch up is intended to reduce the GAP between where students are at the September baseline and where they were expected to be if the National lock down had not happened. This money will pay for staff to offer extra catch up sessions which would not normally be part of the working day
Fitness sessions	£2000	To offer fitness/gym sessions to those students who wish to take part.	Many students have eaten unhealthy and/or had little exercise during the National lock down and have requested that they can have extra fitness/PE time to support them regaining their previous health. This will also impact on their mental health and wellbeing.
Transport	£4220	Due to the nature of our school most students use SEN transport to and from school. If students are to stay after school for sessions they will transport to get home	Enable students to stay after school for catch up sessions by providing safe transport home.
Snacks	£500	To offer healthy snacks to students who are staying longer than the school day to attend catch up sessions	As a large majority of our students are FSM/ PP we will offer them a healthy snack to support them staying out of school hours to attend catch up sessions
			Total: £18,720



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