



3-Year Pupil Premium Strategy and Plan 2019-2022

Document status	A Pupil Premium Statement must be published by schools
Needs to go on website?	Yes
Review requirements	To be reviewed at least annually, or more frequently if required.
Last date reviewed:	Autumn term 2019
Due for review by:	Autumn term 2020
Scheduled for review:	Autumn 2, 2020
Governor responsible:	Pupil Premium Governor
Staff member(s) responsible:	Head Teacher
Governor involvement:	Shared and discussed at Full Governing Board

Review history			
Review date	Changes made	By whom	Date shared with staff

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Our school's approach

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

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

Our priorities

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

- ensuring excellent learning and teaching in every class;
- closing the attainment gap between disadvantaged pupils and their peers;
- providing targeted support for pupils in order to ensure they make at least expected progress;
- addressing non-academic barriers to attainment such as wellbeing, attendance, behaviour, expectations and aspirations;
- ensuring that the PPG spend reaches the pupils who need it most.

Potential barriers to future attainment

The following are potential barriers to our pupils' attainment:

Potential academic barriers	Potential non-academic barriers
Poor literacy skills	Poor attendance and punctuality
Underdeveloped language and communication skills	Underdeveloped self-regulation skills
Limits of vocabulary (including subject-specific vocabulary)	Lack of focus and confidence due to poor mental health and wellbeing
Teaching and learning quality which is not yet consistently excellent	Lower levels of engagement with working families
Ineffective staff training and development	Increasing number of safeguarding issues
Lack of targeted intervention and support	Limited availability of family support services
Lack of school readiness	Difficulty coping with transitions, into school, between year groups and between infant and junior phase
Low levels of engagement with traditional curriculum	Attachment, trauma and general safeguarding-related issues
Low expectations, aspirations and self-esteem	Poor emotional resilience
Insufficient levels of challenge for learners	

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 will utilise annual light-touch reviews to ensure our approach is effective and we can cease or adjust expenditure that has not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce any initial training required with follow-on support
- Drive faithful adoption and then intelligent adaptation

Sustain

- Plan for sustaining and scaling the intervention (where appropriate) from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat any 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 of three categories:

1. Quality teaching for all
2. Targeted support
3. Wider strategies

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

Quality teaching for all – key priorities

1. **Developing and embedding an excellent evidence-based staff CPD programme.** The Head Teacher will complete the Norwich Research School's 'Leading Learning' programme, and use the new learning to develop an action plan for schoolwide research-led CPD development for following year, thus facilitating the improvement of learning and teaching. In subsequent years, some PPG will be invested in delivering an excellent CPD programme and creating and upskilling an in-school Research Lead.
2. **Providing high quality support and development opportunities for early career teachers and new support staff.** The school's two second year teachers will attend the Norwich Teaching School's Early Career Development programme. This programme is aimed at developing excellent teaching and early leadership skills, in line with the proposed DfE Early Career Framework. The school aims that the programme will also support these colleagues' wellbeing and, ultimately, their retention. During the following year, it's anticipated that the school will have four

members of teaching staff in their second or third years of teaching. Further investment in high quality support for early career teachers will therefore be required.

The school has appointed a new member of teaching support staff who is undertaking a Level 3 teaching support apprenticeship. While the training is funded, her 'on the job' training / study time is not. We will therefore fund this release time.

- 3. Developing a programme to address children's language and communication issues through early assessment and intervention:** We will use some PPG to fund release cover for our in-school Communications Champion this academic year. This release time will be used to create an impactful and sustainable early language and communication support programme. In future years, some PPG funding will be used to upskill other staff members in order to ensure that pupils' communication issues are addressed as speedily and effectively as possible.

Targeted support – key priorities

- 1. Improving decoding skills of lowest attaining pupils in Year 2:** We will use some PPG to fund the Arrow intervention programme with KS1 pupils, particularly those who are finding it very difficult to acquire Early Reading skills. The Arrow programme is advocated by our Educational Psychology provider and this year will act as a trial. It is not yet clear whether the approach will continue to be used beyond this academic year.
- 2. Improving applied phonics of targeted pupils across Key Stage 1:** We will use the Sound Discovery programme to develop a good applied understanding of phonics. The Sound Discovery approach has proven to be successful in a range of schools. It's anticipated that this will remain a priority for expenditure in future years.
- 3. Closing attainment gaps in Early Years:** We will ensure that Early Years classrooms benefit from full-time classroom support in order to close early attainment gaps before they have an opportunity to grow.

Wider strategies – key priorities

- 1. Improving school readiness, wellbeing and self-regulation skills:** We will use PPG to support our investment in school nurture provision, family support and targeted small group / individual pastoral interventions. Prior experience has proven that this type of investment has paid off, in terms of pupils' outcomes and effective transitioning to junior school settings.

2. **Encouraging high aspirations:** We will use approaches such as the Digital Leaders / Helpers Scheme and other special projects to raise aspirations by supporting children to achieve challenging outcomes. While the focus will remain ‘encouraging high aspirations’, the means of encouraging these aspirations may change in light of emerging pupil needs.
3. **Improving Attendance:** We will invest in the Norfolk County Council Level 2 package to support attendance management in school. We will invest in an audit of attendance processes to ensure that the school is learning from best practice. This will enhance our in-house capacity to improve attendance in future years.

Full planning details for interventions are outlined in the ‘PPG Expenditure Planning in Detail’ section.

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 the available evidence, and determine the most effective approach moving forward – adapting, expanding or ceasing the intervention as required.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

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 publishes a link to the [school and college performance tables](#) on the school website.

Our funding

Funding summary: Year 1 (2019/20)			
Total number of pupils	353	PPG budget	£ 51,060 allocation + £22,584 carry forward = £73,644 Planned 2019/20 expenditure: £69,666
Number of pupils eligible for PPG	39		
Anticipated changes in future funding			
<p>Currently, Pupil Premium numbers are reasonably consistent across the year groups. As a consequence, no major changes in year-on-year funding are anticipated at this stage.</p>			

PPG expenditure planning in detail

Category:	Quality teaching for all					
Aim:	Develop and embed excellent evidence-based staff CPD programme					
Intended outcomes:	Consistently excellent learning and teaching in every classroom, every day, by the end of Year 3.		Success criteria:	80% of observations judge as learning and teaching as excellent by Year 3 of the plan, using the criteria listed in the school's 'Rec Road 10' document.		
Staff lead:	Head Teacher					
Implementation	Year 1		Year 2		Year 3	
	Head Teacher to complete Norwich Research School 'Leading Learning' programme and develop action plan.		Staff release to implement CPD action plan. Research Lead development release time.		Research Lead implementation release time.	
Annual review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review of success so far	<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	£ 300	It's planned that expenditure will:	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	It's planned that expenditure will:	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>
	Total planned spend	£ 1,700	Year 2	£ 800	Year 3	£ 600
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
	Total actual spend:	£	Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>

Category:	Quality teaching for all					
Aim:	Provide support for early career teachers and support staff					
Intended outcomes:	<ul style="list-style-type: none"> • Early career teachers grow into high-quality teachers and leaders with good levels of wellbeing. • The school has retained the services of these individuals. • Newly appointed teaching support staff are fully qualified, leading to better quality support for pupils. 	Success criteria:	<ul style="list-style-type: none"> • Targeted teachers have improved as leaders and practitioners since the beginning of the programme. • All teachers are still within the teaching profession. • Newly appointed member of teaching support staff has achieved Level 3 qualification by July 2021. 			
Staff lead:	Head Teacher					
Implementation	Year 1		Year 2		Year 3	
	<ul style="list-style-type: none"> • Two second year teachers to successfully complete the Norwich Teaching School 'Early Career Development' programme • Overtime for newly appointed member of teaching support staff, in order to attend Level 3 training. 		<ul style="list-style-type: none"> • Two second year teachers to successfully complete the Norwich Teaching School 'Early Career Development' programme. • Two third year teachers to access further further training and support opportunities to enhance career prospects. • Continued overtime for teaching support staff member. 		<ul style="list-style-type: none"> • Two third year teachers to access further further training and support opportunities. 	
Annual review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review of success so far	<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	£500 + £775 = £1,275	It's planned that expenditure will:	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	It's planned that expenditure will:	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>
	Total planned spend	£ 3,500	Year 2	£ 1,750	Year 3	£ 500
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual spend:	£				

Category:	Quality teaching for all					
Aim:	Developing a programme to address children's language and communication issues through early assessment and intervention					
Intended outcomes:	The school has a high quality support and intervention programme to address early communication and language difficulties.	Success criteria:		Communication and language support and intervention programme developed and fully implemented. Impact of this is evidenced by improved phonics, reading and writing outcomes between now and Year 3.		
Staff lead:	Communications Champion					
Implementation	Year 1		Year 2		Year 3	
	Release time to develop the intervention and support programme.		Training / reciprocal observation release time.		Training / reciprocal observation release time.	
Annual review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review of success so far	<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	£ 1,000	It's planned that expenditure will:	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>	It's planned that expenditure will:	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
	Total planned spend	£ 2,600	Year 2	£ 800	Year 3	£ 800
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual spend:	£				

Category:	Targeted Support					
Aim:	Improving decoding skills of lowest attaining pupils in Year 2					
Intended outcomes:	Pupils identified with considerable barriers to acquiring Early Reading Skills make excellent progress from their starting points as a result of targeted intervention.		Success criteria:	Identified pupils make considerably improved progress with their phonics acquisition when compared to their previous assessment outcomes.		
Staff lead:	Assistant Head Teacher (Curriculum and Assessment)					
Implementation	Year 1		Year 2		Year 3	
	Implement Arrow Programme using Teaching Assistant, two afternoons per week for 24 weeks.		Implement Arrow Programme using two Teaching Assistant, two afternoons per week for school year.		Implement Arrow Programme using two Teaching Assistant, two afternoons per week.	
Annual review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review of success so far	<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 PPG expenditure	Year 1	£930	It's planned that expenditure will:	Increase <input checked="" type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/>	It's planned that expenditure will:	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
	Total planned spend	£4,512	Year 2	£1,791	Year 3	£1,791
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual spend:	£				

Category:	Targeted Support					
Aim:	Improving applied phonics for targeted pupils across Key Stage 1					
Intended outcomes:	A significant majority of targeted pupils pass the Year 1 phonics screening / Year 2 re-screening.		Success criteria:	See intended outcome.		
Staff lead:						
Implementation	Year 1		Year 2		Year 3	
	3 TAs funded to complete Sound Discovery intervention with KS1 pupils each afternoon.		3 TAs funded to complete Sound Discovery intervention with KS1 pupils each afternoon.		3 TAs funded to complete Sound Discovery intervention with KS1 pupils each afternoon.	
Annual review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review of success so far	<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 PPG expenditure	Year 1	3 TAs x 30% of contract =	It's planned that expenditure will:	Increase <input type="checkbox"/>	It's planned that expenditure will:	Increase <input type="checkbox"/>
		£12,793		Decrease <input type="checkbox"/>		Decrease <input type="checkbox"/>
	Total planned spend	£38,379	Year 2	£12,793	Year 3	£12,793
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure change from previous year?	Increased <input type="checkbox"/>	Did expenditure change from previous year?	Increased <input type="checkbox"/>
	Total actual spend:	£		Decreased <input type="checkbox"/>		Decreased <input type="checkbox"/>

Category:	Targeted Support					
Aim:	Closing attainment gaps in Early Years					
Intended outcome:	Attainment gaps identified at the beginning of EYFS are closed as a result of high quality teaching support throughout the school day.			Success criteria:	See intended outcome.	
Staff lead:						
Implementation	Year 1		Year 2		Year 3	
	4 FTE Teaching Support staff are allocated to all EYFS classrooms.		(It's planned that levels of support will continue, but will be funded by forecast increase in Budget Share)		(It's planned that levels of support will continue, but will be funded by forecast increase in Budget Share)	
Annual review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review of success so far	<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 PPG expenditure	Year 1	4 TAs x 35% of contract= £19,899	It's planned that expenditure will:	Increase <input type="checkbox"/> Decrease <input checked="" type="checkbox"/> Remain the same <input type="checkbox"/>	It's planned that expenditure will:	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>
	Total planned spend	£19,899	Year 2	£0	Year 3	£0
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual spend:	£				

Category:	Wider Strategies						
Aim:	Improving school readiness, wellbeing and self-regulation skills						
Intended outcomes:	Children are able to fulfil their full learning potential as a result of better behaviour, social, emotional and mental wellbeing.			Success criteria:	Targeted children have better school readiness, as measured by Leuven Scales and / or Boxall Profile re-assessments.		
Staff lead:	Assistant Head Teacher (Pastoral)						
Implementation	Year 1		Year 2		Year 3		
	<ul style="list-style-type: none"> High quality family support on a needs basis. Individual / small group nurture / behaviour support work, based on identified wellbeing and involvement needs / behaviour incidents. PSA (after mat. leave), 1 day per week £3,333 Nurture / Family worker 25hrs p/w £16,316 Behaviour / Pastoral support: 1 TA x 30% of contract £4,264; 1 Cover Supervisor x 20% of contract £3,451.		<ul style="list-style-type: none"> High quality family support on a needs basis. Individual / small group nurture / behaviour support work, based on identified wellbeing and involvement needs / behaviour incidents. 		<ul style="list-style-type: none"> High quality family support on a needs basis. Individual / small group nurture / behaviour support work, based on identified wellbeing and involvement needs / behaviour incidents. 		
Annual review notes	Annual review notes:		Annual review notes:		Final review notes:		
Light-touch review of success so far	<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 PPG expenditure	Year 1	Total: £27,364	It's planned that expenditure will:	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	It's planned that expenditure will:	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input checked="" type="checkbox"/>	
			Year 2	£27,364	Year 3	£27,364	
	Total planned spend	£82,092					
Actual expenditure	Year 1	£	Year 2	£	Year 3	£	
			Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	
	Total actual spend:	£					

Category:	Wider Strategies					
Aim:	Encourage high expectations, aspirations and self-esteem.					
Intended outcomes:	Targeted children have proved to themselves that they're able to be successful at challenging tasks and exceed their own expectations.	Success criteria:		Evidence of pupil voice demonstrates that children involved in enrichment activities are able to identify individual successes and areas where they were able to exceed their own personal expectations.		
Staff lead:	ICT Lead					
Implementation	Year 1		Year 2		Year 3	
	Digital Leaders / Helpers Scheme Targeted 'special project' enrichment activities (one afternoon per week, HLTA contact and planning time). Totalling 30% of part-time HLTA contract.		Digital Leaders / Helpers Scheme Targeted STEM enrichment activities		Digital Leaders / Helpers Scheme Targeted STEM enrichment activities	
Annual review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review of success so far	<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 PPG expenditure	Year 1	£4,662	It's planned that expenditure will:	Increase <input type="checkbox"/>	It's planned that expenditure will:	Increase <input type="checkbox"/>
				Decrease <input type="checkbox"/>		Decrease <input type="checkbox"/>
				Remain the same <input checked="" type="checkbox"/>		Remain the same <input checked="" type="checkbox"/>
	Year 2		Year 2	£4,662	Year 3	£4,662
	Total planned spend	£13,986				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>	Did expenditure change from previous year?	Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual spend:	£				

Category:	Wider Strategies					
Aim:	Improve attendance and reduce persistent absence					
Intended outcomes:	Children benefit from improved levels of attendance and reduced levels of persistent absence, as a result of excellent attendance management. This positively impacts on disadvantaged pupils and the cohort as a whole.	Success criteria:		Overall attendance, and attendance of disadvantaged pupils has improved and sustained from beginning of Year 1. Overall level of persistent absence, and that of disadvantaged pupils, has decreased from beginning of Year 1.		
Staff lead:	Head Teacher					
Implementation	Year 1		Year 2		Year 3	
	<ul style="list-style-type: none"> Purchase Level 2 package from NCC Traded Attendance Service and exploit support available. Purchase and implement full-day attendance audit. 		<ul style="list-style-type: none"> Purchase Level 2 package from NCC Traded Attendance Service and exploit support available. 		Purchase Level 2 package from NCC Traded Attendance Service and exploit support available.	
Annual review notes	Annual review notes:		Annual review notes:		Final review notes:	
Light-touch review of success so far	<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	£ 1,465	It's planned that expenditure will:	Increase <input type="checkbox"/>	It's planned that expenditure will:	Increase <input type="checkbox"/>
				Decrease <input checked="" type="checkbox"/>		Decrease <input checked="" type="checkbox"/>
			Remain the same <input type="checkbox"/>	Remain the same <input type="checkbox"/>		
	Year 2		£ 770		Year 3	£ 570
	Total planned spend	£ 2,805				
Actual expenditure	Year 1	£	Year 2	£	Year 3	£
			Did expenditure change from previous year?	<ul style="list-style-type: none"> Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/> 	Did expenditure change from previous year?	<ul style="list-style-type: none"> Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/>
	Total actual spend:	£				